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ABSTRACT

Developed for use by parent educators and others working with high risk, abusive, or neglectful families, this curriculum guide is intended to enable and facilitate the growth of this target population in key parenting learning and skill areas. Section 1 provides an overview of the manual, offers suggestions for home visits following each class session, and details classroom procedures and techniques. Section 2 is the curriculum guide with materials for 10 sessions on self-esteem, communications (2 sessions), the past and change, child development, anger, guidance, discipline, stress, and resources. Each session is a self-contained unit with class objectives, a class outline, preclass preparation requirements, and activities for the session with time estimates. Teachers' notes provide directions and comments for leading the activity and facilitating discussion. The text is written so that it can be taught verbatim. An appendix to each session includes supplements, class handouts for duplication, a bibliography, a resource list, in-class homework assignments, the home lesson activity, and a home visit information sheet. Section 3 contains resources on child abuse and neglect. Two monographs are included to give instructors understanding and insight into abusive and neglectful parents. Various materials from the Council for Prevention of Child Abuse and Neglect are also provided. (YLB)

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PARENTING FOR YOURSELF AND YOUR CHILD

A PARENTING CURRICULUM FOR HIGH RISK FAMILIES

NEGLECTFUL AND ABUSIVE PARENTS: CURRICULUM DEVELOPMENT AND PILOT PROGRAM

FINAL REPORT

Project No. 82-AL2(145)ER

Curriculum Development Project
Conducted Under Public Law 94-482

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FINAL REPORT

Project No. 82-AL2(145)ER

Neglectful and Abusive Parents: Curriculum Development and Pilot Program

Curriculum Development Project
Conducted Under Public Law 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessary represent official Commission for Vocational Education position or policy.

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VTI

LAKE WASHINGTON
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Dear Colleague:

This curriculum, Parenting For Yourself and Your Child, has been developed under a grant from the Commission for Vocational Education, Washington State. Please share this curriculum with your co-workers, vocational home economics educators, other vocational and general education personnel, business/industry, social agencies and other interested persons.

The curriculum has been designed to be used by educators from a variety of agencies and institutions who are interested in and concerned with improving the parenting skills of high risk, abusive or neglectful parents. It is the hope of the project staff that the curriculum will be used throughout the United States to alleviate the high personal and social costs of abused and neglected children.

The materials in this curriculum may be duplicated without permission if credit is given to Lake Washington Vocational Technical Institute and the Commission for Vocational Education, Washington State. Further information concerning this project, contact with the project team, and/or implementation of the curriculum is available through my office at Lake Washington Vocational Technical Institute.

Sincerely,

Janet Bourque

Janet Bourque, M.S.
Project Director
Coordinator, Federal and Special Projects

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The Service Area of Lake Washington Vocational Technical Institute includes the school districts of Lake Washington, Bellevue, Issaquah, Lower Snoqualmie, Mercer Island, Skykomish, Snoqualmie, and Northshore

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INTRODUCTION

Each year one million children are abused in the United States and 5,000 of those children die as a direct result of child abuse. It was not until 1962 when "the battered child syndrome" was defined and officially recognized that America focused her public and professional attention on the problem that rates as one of the greatest health risks to children. Child abuse was no longer a few isolated cases that happened to someone else someplace else. Child abuse had become a recognized nationwide problem, cutting across racial, ethnic, social and economic lines. Since 1962, law enforcement, health and social agencies have intervened in hundreds of thousands of cases. Thirty-seven states, Washington being one of them, have specifically mandated the reporting of suspected child abuse by education and health care professionals and any other person who has reasonable cause to suspect child abuse or neglect.

Definition

Child abuse is now defined as a non-accidental injury or pattern of injuries to a child. It is damage to a child for which there is no reasonable explanation. While each of the 37 states that require child abuse to be reported define child abuse differently, the common thread of definition is a combination of one or more of the following four elements:

1) Non-accidental physical injury.
2) Neglect: Failure to provide the basic necessities of life.
3) Sexual molestation: Exploitation for the sexual satisfaction of the adult.
4) Emotional abuse: Protracted impairment of emotional or intellectual capacity due to neglect, excessive parental expectation and mental injury.

Washington State Law Title 26 RCW 26.44.020, .030 and .040

The State of Washington defines child abuse or neglect "to mean injury, sexual abuse, sexual exploitation or negligent treatment or maltreatment of a child by a person who is legally responsible for the child's welfare under circumstances which indicate that the child's health, welfare and safety is harmed thereby." For those adults mandated by law to report, ignorance of the law is not a legal defense. Failure to report shall be a misdemeanor. Oral reports shall be made to the proper law enforcement or DSHS agency, followed by a report in writing. The responsibility for investigation of the allegation and follow-up treatment belongs to law enforcement, social service agencies and health professionals. "Any person participating in good faith in the making of the report as to alleged child abuse or neglect shall in doing so be immune from any liability arising out of reporting or testifying. . . . . . ."

King-Eastside Statistics

During 1980, the King-Eastside office of Child Protective Services, encompassing nine communities, investigated 3,765 complaints of child abuse. In the investigation of these referrals, 83.5 percent of the children were found to be at risk. Physical abuse accounted for 35.5 percent of the allegations, physical neglect 38 percent, medical neglect 4.5 percent, exploitation 1.3 percent, sexual abuse 12.6 percent and mental injury 8.1 percent. 40.1 percent of these children were at risk from their natural father, 62 percent from their natural mother, 7 percent from a stepfather, 7.6 percent from their parents' friends (including live-in friends), 2.3 percent from relatives and 1.3 percent from siblings. The childrens' ages range from birth to 18. 7.1 percent of the children were less than one-year-old, 42.5 percent were 5 or under, 24.6 percent were between the ages of 6 and 9 years, 16.8 percent were 10-12 years old, 12 percent were 13 to 15 years old and 4.1 percent were 16-17 years old.

Child abuse is usually not a single act of deprivation, abuse or molestation. It is typically a pattern of behavior, the effects of which are cumulative. The longer the abuse continues, the chances of serious and severe injuries become higher.

Research has uncovered a number of social and economic factors that are associated with child abuse and neglect. They include the following factors:

- Parents who were abused as children.
- Lack of knowledge of child development.
- Isolation.
- Marital problems.
- Insufficient income.
- Unemployment.
- Lack of communication skills.

In addition, child abuse is found to be more prevalent in several work-related situations:

- Working mother overloaded by job and domestic obligations.
- Absentee husbands, especially professionals, whose long hours away from home neglect their wives and families.
- Job frustrations and undischarged tensions.

Conclusion

Research and statistics have verified the predisposing stress factors that lead to child abuse. Two of these factors, parenting skills deficiency and lack of communication skills, are amenable to educational intervention. It is the purpose and intention of the curriculum guide to provide an educational structured learning skills program for identified high risk parents. A need exists for an educational alternative for these families who need help in developing sound parenting skills. This curriculum guide is not aimed at solving their counseling needs but is designed to prevent the occurrence of child abuse through the strengthening of parent knowledge and skills.

Gael Foote
Sylvia Hobbs
Joan Poliak

SECTION I

GENERAL PROCEDURES AND TECHNIQUES

THE MANUAL

This guide was developed to be used by parent educators and others working with high risk, abusive or neglectful families. The curriculum is an educational structured learning skills class specifically designed for these families. It is not a therapeutic counseling model. The purpose of the curriculum is to enable and facilitate the growth of this particular target population in key learning and skill areas. To address this purpose the curriculum contains these units:

. Session 1.	Self-Esteem	2 Hours
. Session 2.	Communication I	2 Hours
. Session 3.	Communication II	2 Hours
. Session 4.	The Past and Change	2 Hours
. Session 5.	Child Development	2 Hours
. Session 6.	Anger	2 Hours
. Session 7.	Guidance	2 Hours
. Session 8.	Discipline	2 Hours
. Session 9.	Stress	2 Hours
. Session 10.	Resources	2 Hours

Each session in this guide provides the leader with information, activities and directions needed to conduct the class. Each session is a self-contained unit with class objectives, class outline, pre-class preparation requirements, and activities for the session with time estimates. Teacher's notes provide the instructors with directions and comments for leading the activity and facilitating discussion.

For example:

> Teacher's Note: Read the following examples and have the class members identify the primary emotion. Encourage class discussion and response. Ask the class for other examples.

The text is written so that it can be taught verbatim, similiar to reading a script.

The text can be used three ways:

1. As it is written.
2. As a guideline to the topic.
3. As a useful tool for resources and additional ideas.

Each session also contains an appendix which includes the supplements to the session, class handouts for duplication, bibliography, resource list and in-class homework assignment. At the end of each session is the home lesson activity and home visit information sheet.

The manual is divided into three parts:

Section I: General Procedures and Techniques
Section II: Curriculum
Section III: Resources on Abuse and Neglect

Section II is the curriculum guide, the pages are color coded for easy reference.

Orange:	Class Objectives and Outline
White:	The Text
Green:	Appendix Contents Page
White:	Appendix Contents
Light Buff:	Home Lesson and Home Visit Information Sheet

Section III contains resources on child abuse and neglect. The two monographs, The Abusive Parent and Profile of a Neglectful Parent, were developed to give the instructor understanding and insight into these two special types of parents. In addition, this section contains material from the Council for Prevention of Child Abuse and Neglect (CAPCAN) which may be used by the instructor for their own information or for community education and awareness.

THE HOME VISIT

In the Parenting - for yourself and your child program, each class session is followed by a one hour home visit to each class member. The purpose of these visits in linked to the educational structured learning method. The student in the privacy of their own home has the opportunity with a trained home visitor to practice the concepts and skills learned in class. It is an opportunity to correct any misunderstandings about the class material and to apply what has been learned in class directly to their lives and home situation.

At the first class session each student is assigned a home visitor. Two forms are to be filled out by the student in the first session. These forms are the Home Visit Appointment Form and the Student Home Visit Checklist (see Appendix, Lesson 1). This allows a match of mutually convenient time and driving directions.

In each session the student is assigned a homework activity that is related to the topic of the session (see Appendix, Homework Activity). This activity will be the focus of part of the home visit. The home visitor who meets with the student each week is prepared to discuss the materials and activities from the class session and the homework activity. In addition, the home visitor also brings with her a home lesson which is related to the topic (see Home Lesson Plan at the end of each session). The home visit is one hour in length. After each visit, the home visitor fills in the Home Visit Information Sheet (see Home Visit Information Sheet at the end of each session).

Because the home visit is meeting on the student's own territory, the following are some suggestions:

- Be prepared Read over the Homework Activity and Home Lesson Plan beforehand.
- Telephone ahead to confirm the appointment, if possible.
- You are a visitor in their home, be nonjudgmental.
- Accept coffee or tea but nothing to eat.
- Do not become an intimate friend, your role is to give instruction.
- Know the ages of the children, if they will be at home, be prepared to bring something to keep them occupied.
- Go over the previous class session, the homework assignment and introduce the home lesson plan.
- Listen carefully, everyone has something to offer. Reinforce it, encourage it, get them to share.
- Allow the parent to work independently; be careful about giving too many quick answers.
- Develop trust, be consistent but firm.
- Set guidelines at the first visit. "I find it very hard to hear you with the t.v. on, may we turn it off?" "You were not here when I came last week; we need to make a different appointment time if this is inconvenient for you."
- Do not say "I can show you a better way," but "a different way."
- Be a resource person. If you do not have the information with you, bring it the next week.
- The focus of the home visit is educational, do not get over-involved with their life problems. Be sympathetic but keep them on target.
- Allow time at the end to summarize and repeat any instructions as necessary.
- Thank the parents for their interest, hospitality, etc. Remind them about next weeks class before you leave.
- After each home visit, take time immediately (away from the home) to fill out the Home Visit Information Sheet.

CLASSROOM PROCEDURES AND TECHNIQUES

The following materials are designed to provide the instructors of Parenting - for yourself and your child (PYYC) with insights and understanding of classroom dynamics that have been successful in working with parents. Instructors who teach these sessions may have had varying educational backgrounds, and these procedures should be a helpful guide for them.

Instructors who teach parenting skills to high risk families need to have:

- Understanding and insight into abusive and neglectful families and a knowledge of these parents' needs and deficits (see Section III, Resources, for further reading).
- The ability to work with all kinds of people in a facilitative, growth enhancing, nonjudgmental way.

- Previous work, special training or competency with parents and families.
- Understanding of adult learners.
- Patience and fortitude. Work with high risk families is a slow process. Parenting skills are taught slowly at a very basic level.
- Background and knowledge of the topics in the curriculum guide and the ability to adapt the topics to the special needs of their class.
- Delivery. The ability to "hook and hold" the participant's attention and interest. The ability to create trust, safety, openness and sharing.
- Knowledge of available community resources for referral and a preparedness to follow through with referrals.
- A personal support system for themselves. Working with high risk families can be psychologically if not physically draining.
- Confidentiality, respecting the anonymity of the participant, allowing for the fact that Washington State law mandates reporting to the appropriate agency of specific incidents of child abuse and neglect. (See Introduction for further reading.)

Perhaps the greatest contribution the instructors can make to the high risk family is their ability to evaluate the participants and design the class activities and materials to bring to the students the skills and learnings they most need. It is the instructors' creative use of the class activities, their ability to use the perceived strengths of the class and their encouragement and support of each participant struggling to grow that most determines what is learned.

The PYYC materials in this curriculum guide are the basis from which the instructors start and to which they add their own ideas, knowledge and expertise in order to meet the unique and individual needs of their class.

The Adult Learner

Typically the adult learner (parent) comes into a class because they have some questions they want answered. They come voluntarily and on their own time. In the case of PYYC classes, some pressure may have been put on the participant to attend the parenting class. It will take time, effort and support by the instructors to overcome this initial deficit. Each adult learner comes with their own educational background, some will have a limited background, others may have extensive education. Each learner will have a background of feelings about their educational experience ranging from the feeling that education is pleasant to a near avoidance of all things educational. The adult learner has been functioning in the world as a parent in varying degrees of competency. Most of the PYCC parents will have come from deprived family childhood backgrounds and possess limited parenting skills. They may have limited information, no information or misinformation on how to raise children and how to put their lives in order. These parents see themselves as an adult and some may resent the implied subordinate of the student's role. Adults need to be treated as adults in a classroom. The instructor's job is to train or retrain these participants in parenting and life skills.

Effective instructors of adults recognize and appreciate the learner's competencies. They give support to the learner's attendance at class. They respect the parents' values, needs and attitudes while offering an alternative point of view in a nonthreatening manner. The parents need to feel it is safe to share or ask questions.

The instructors must emphasize and demonstrate through the class materials, activities and modeling that learning can be enjoyable. Learning need not be painful, one doesn't have to suffer to learn. Although new ideas, discussions and practices make the learner uncomfortable, the support of the instructor and class members aid the learner in their struggle to grow. Mastery of the skill builds in the learner's self-confidence and self-esteem.

Parenting - for yourself and your child (PYYC) is a structured educational learning skills model. Through activities, materials and modeling, we show the parents how to do it. The parents practice and rehearse the skill for when they actually need it. The instructors tell the parent what they did well and what they need improvement on. The parent tries the skill during the week and the home visitor discusses with the parent how it went.

In parent education there are no easy answers. Typically the learner wants immediate answers to current family dilemmas, not theories. It is helpful if the instructor starts with the specific questions their class members have regarding the topic of the session. People learn better after they have had their initial questions on the subject answered. The instructor can use these questions and their solutions to help the class build a more general framework to the topic. The questions personalize the topic at the learner's level. Whenever possible, the instructor should encourage and assist the participants in helping each other. In some high risk parenting classes this may not be possible at the outset as the entire class may have severe parenting skills deficiencies. It is possible to have a parent describe the problem and then the instructors reformulate the issue in line with the topic of the class. Other parents then offer solutions often by describing similar situations they have had. The various ways of dealing with the problem can then be evaluated and some solutions can be eliminated as inappropriate, infeasible or damaging to the child. Once what not to do is recognized, two or three new alternatives to the problem can be generated that may prove helpful. Parents need to be reminded that there is no one right way to parent and they need to evaluate and use the positive solution that is best suited to their style, the positive solution they feel most comfortable with.

This process encourages the participation of class members and reassures them of their competency and abilities to deal with the complexities of family life. The feel they have some adult input and that their ideas are listened to. This process also has its dangers, especially in emotional laden issues. This is why the high risk parenting class needs competent or specially trained instructors. Sometimes the class members will be prone to simply ventilate their feelings without really addressing the problem. No solutions, just explosions. The instructors need to refocus the class to constructively deal with the problem, while tolerating the airing of feelings. The instructors need to be tolerant and supportive so as not to give the class member the feeling they are cut off, but to gently and firmly guide the discussion back to a more constructive and positive approach. It takes experience to do this and at no time is it easy. Guiding and limiting is hard work.

Repetition - all learners need to hear new materials several times before accepting and integrating it into their parenting style. We all need to hear the same things being said many times in many different ways. The PYYC curriculum was developed to repeat and build on previous class sessions. Repetitive or special learning (circling back to repeat previously learned insights and skills) is necessary for initial learning. Once something has been learned, when we hear it again we discover new facets and areas of the learning which we can apply.

Teaching through group discussions is difficult. It is so much easier to lecture. When successful, group discussions can be most rewarding in that the learners not only seem to incorporate more learnings into their value systems but also they learn in a way that is emotionally satisfying to them. They can use the material in constructive, concrete and practical ways to alter their lives. Good discussion leaders, however, do not just hope for the best or let come what may. They carefully prepare questions and activities which are designed to elicit the most meaningful contribution from the participants. They are also open, flexible and able to change their plans if a new approach emerges from the group. Sensitive instructors guide the class in ways which create an atmosphere of constructive open discussion.

The Physical Setting

In arranging for their class session, the instructors need to:

- Find a neutral, convenient, easy to reach location with adequate parking and availability to public transportation. Churches, schools and libraries are good choices. The location should not be associated in the parents' minds with law enforcement or social agencies.
- Parking needs to be close to the building in case parents are walking small children from car to class location.
- Provide babysitting or child care if at all possible. Child care providers need to be experienced in handling various age levels of children in appropriate activities. It may be helpful to ask local social or educational agencies if they would be able to find or provide child care funding.

- Pick a time for the class that meets the needs of the families. Avoid early morning Monday classes as they are very difficult to get families to attend.

- Create a comfortable classroom setting which will hold 15-20 participants. Seats should be arranged around one large table or in a way so that all the participants can see each other. The instructor should be seated as one of the participants. If there are two instructors, they should sit at opposite sides of the circle. Space needs to be arranged so that the class can easily break into small group clusters for discussion. The participants should be encouraged to direct their comments to the class rather than the instructors.

- Provide folders or notebooks for each participant to write in or add class materials to.

- Have pencils and name tags available at each session. Use first names only if the group feels more comfortable that way.

- If at all possible, coffee should be available. The class can decide who buys and prepares it or the instructor may provide it. Other refreshments at the class sessions are optional.

- Decide before the class sessions start the rules on smoking and when the participants may get coffee. The rules need to be communicated at the first session.

- Do everything possible to assure that the participants are as comfortable as possible. Involving each class member in the discussions as early as possible serves to increase class comfort with one another.

The First Class Session

The atmosphere of the first class meeting is a crucial time for establishing a learning environment and a positive attitude toward the class. It is very important that each participant feel comfortable and psychologically safe. Instructors need to be at the class early and have everything set up and ready when the first parent comes in. A quiet warm greeting and introduction is helpful. "Hello, I am ______________, your instructor. I'm glad you could come. Please fill out a name tag, first name only, get a cup of coffee and find a place at our table." If registration and home visit information forms need to be filled out, they can be placed at every seat along with a pencil. Quiet chit chat with the parents as others come in helps the class to feel like this is a friendly place.

Usually the first session starts late as parking and finding the building or class takes time. Everyone should be encouraged to arrive a little early in the future so that the class may start on time. It is helpful to add that even if you might be late to class, be sure to come anyway.

Each session of Parenting - for yourself and your child begins with an opening activity that is designed to help the parents to relax and to make the transition from the hassle of everyday life and getting to class to the learning atmosphere. Any quiet centering or relaxation technique can be used. The parents usually find it very helpful. Once they are quiet and relaxed, they are ready to learn.

Teaching Techniques

Each instructor has their own style. Each will use this curriculum guide in their own way. There are no rigid set of rules as to what is the right or most appropriate way to teach. Each instructor develops techniques with which they feel comfortable.

The instructor's main task is to stimulate the parents' participation in the planned activities and discussions to help them focus on the task and learn the insights and skills involved in the activity.

The instructor can encourage the participation by:

- Introducing the topic of the session and relating it to previous topics.
- Asking open ended questions that lead the participants to relate their own experiences with the topic.
- Summarizing or pulling together pieces of a participant's sharing statement that emphasizes its relevancy to the topic.
- Helping participants who have a tendency to talk on to refocus on the topic.
- Limiting extraneous discussion of nontopic material. Refocus the class on the subject.
- Summarizing or having the class summarize the high points of the topic for the session.
- Showing how points covered on previous topics relate to the topic under discussion or how this topic relates to one that will be covered in future sessions.

Other techniques that generate interest and facilitate participation and discussion include:

Home assignments. Each session of Parenting - for yourself and your child contains an at-home activity that the parent takes home with them to do during the week and to discuss with their home visitor. The home assignment is not lengthy and involves little reading or writing skill. It allows the parent to put into immediate use some of the skills, insights and understandings that were covered in class. Observing their children for age typical traits, use of a new guidance technique, practice in problem solving or anger management, calling a community resource for specific information are all examples of such an assignment.

Role playing is one of the best techniques for helping parents develop new insights and skills. The curriculum is designed as a structured learning model. We demonstrate the technique. We show how to do it. The participants are able to role play and practice it, rehearse for when they actually may need it. During discussions we give feedback telling them what they did well and what they could use improvement on. During the week they are able to practice the skill and discuss it further with the home visitor.

At first the parents may feel uncomfortable with role playing. It is helpful to have the instructors role play an episode or two and encourage the parents to get into the fun and sometimes humor of the situations. No one is perfect and it helps to get practice and feedback. Mastering the skill through role playing gives the parent a large boost in self-confidence and self-esteem. We also learn a lot in watching others work through the role play situation.

Brainstorming is another good technique for idea generation and problem solving. The ground rules for brainstorming are:

- There are no right or wrong answers - any answer is acceptable at first.
- No evaluation or judgment is given for any idea.
- The idea of brainstorming is to generate lots of ideas.
- All ideas are listed visually so all the class can see them.
- No idea is discarded for any reason.
- Long pauses and silences are tolerated if not necessary for idea generation.
- Allow sufficient time so everyone has time to come up with all sorts of ideas and options.

Before a brainstorming session it is sometimes useful to have a practice warm-up. Small groups of 2 or 3 participants can be asked to brainstorm all the ways they can think of to use a rubberband or a brick or a paper clip. This technique warms up the learners' skills in idea generation so that they are more ready to tackle the alternatives and options they have on a topic question such as ways to manage a whiney or defiant child.

Games also are a useful technique to help gain a new perspective or insight. Communication games help participants understand how very difficult it is to listen or to send and receive clear messages.

Affirmations are positive statements about yourself or others that are worded very specifically. I can: be in charge of my life. I am: responsible for myself and my actions and I will...... They help a participant gain control by positive word programming. They are nice to put up in the home where they can be seen regularly.

Multimedia - movies, tapes and slide presentations - can be used to stimulate discussion when they are available and when they are appropriate to the topic. For this particular parent group, care needs to be taken that all of the multimedia materials are relevant to them.

Small groups are very useful for intense or personal discussion around a particular topic. It gives the class time not only to discuss and share their feelings, experiences, and insights but also to get to know each other personally. Be sure that the participants in the small groups are rotated so that the same people are not together all the time. Small group clusters also give participants a chance to practice being a leader or a recorder for the group.

The instructors need to make sure each group has a clear idea of what they are to accomplish and to refocus the group to the task if they wander off in private nontopic related conversation.

All of the above techniques are suggestions to be used to increase the usefulness of the curriculum guide by maximizing class participation and involvement. There are many other techniques that could also be used. It is up to each instructor to develop an interesting and useful course based on the specific needs of their class. Each instructor is responsible for evaluating the Parenting - for yourself and your child curriculum and using the ideas, activities and topics in the way they feel will most benefit their class. The decision the instructors make as to which sessions and activities they will use or their order of presentation should be based on their professional judgment and the needs of the participants. Instructors should also consider their own strengths and limitations, and select those activities and techniques they feel most comfortable with. Instructors need to try some techniques they are not as comfortable with for their own professional growth and development and experiment with a variety of techniques to enhance their own skills.

SECTION II

THE CURRICULUM

SELF-ESTEEM

Class Objectives

1. To clarify what is meant by self-esteem.
2. To participate in exercises designed to help the learner identify personal self-esteem.
3. To facilitate self-understanding that the individual's own view of self affects attitudes towards others.
4. To provide strategies for changing attitudes about self-esteem.

Outline of Class

1. Pre-Class Preparations and Materials
2. Beginning Activity
3. Introduction to the Topic of Self-Esteem
4. Exercise: Lists
5. Discussion Topic: Where Does Your Self-Image Come From?

Break

6. Exercise: Twinning (two parts)
7. Exercise: Self-Love Practice
8. Exercise: Circle Game
9. Discussion Topic: Building Your Own Self-Esteem
10. Summary
11. Topic for Next Week
12. Homework Activity
13. Closing Activity
14. Evaluation
15. Appendix
16. Home Lesson Plan

SELF-ESTEEM

#1
Pre-class Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or large piece of paper and black felt pen)
- Soft ball
- Book: Your Child's Self-Esteem by Dorothy Briggs
- Pencils
- Duplicate enough copies for all class members of:
  1. Self-Esteem Exercise #1
  2. Homework Activity
  3. Evaluation (optional)
  4. Self-Esteem Activity for Parents (homework)
  5. Instructor Home Visit Appoint Form
  6. Student Home Visit Checklist
  7. Home Visit Information Sheet
  8. How to Help Your Child to Have a Good Self-Concept

> Teacher's Note: Before the formal class begins with the Beginning Activity, about 15 minutes needs to be allowed for the students to fill out the Student Home Visit Checklist. The information from this needs to be coordinated with the assigned Home Teacher's information and a confirmed appointment for a home lesson made.

#2
Beginning Activity - Centering

10 Minutes

When people start a new activity, class or a piece of learning, it is really helpful to take a few minutes to relax and reduce your tensions. I am sure that just getting to this class caused some stress and we need to let that go and focus on what we are going to do here for the next two hours.

Directions for the exercise (class seated in individual chairs)

1. Close your eyes.
2. Try to relax all your muscles, starting with your feet, ankles, calves, knees, hips, chest, arms, fingers, neck, face. Try shaking each muscle area.
3. While you are doing this, try to breathe slowly in and out, 10 times.
4. Still with your eyes closed, picture yourself in a peaceful place.

5. Now tell yourself that this time we will spend together will be for you. Say quietly, "I am doing this for me."
6. Now open your eyes and smile at your neighbor.

#3
Introduction to Self-Esteem

Self-esteem or self-concept is defined as what persons think they are, what they think they can do and what they think they cannot do. What a person does and how they behave is determined by the picture that has been developed of themselves and their abilities. Each of us carries around this picture and it influences what we will try or not try in our everyday lives.

Picture a book with two open pages.

> Teacher's Note: Demonstrate by opening a book facing outward and holding it open against your chest. When applicable, point from one side to another.

On the right side of this book are all the things that you think you do well; that people have told you that you are good at. On the left side are all those things that you are sure that you don't do well and will never try. You can change these items on these pages. In fact, we do this all the time. Things shift from side to side because of what happens in our lives.

> Teacher's Note: Using your book, demonstrate this concept by holding book up and pointing.

Think of something that you once believed that you could never do and now you can.

> Teacher's Note: Ask for input from the class. Examples could be learning to cook, learning a new skill, coming to this class, etc. Sharing is optional.

One thing to remember: It is sometimes hard to do things that you think you are poor at doing. It takes courage to keep trying. Be kind to yourself while you are trying. It helps a lot.

#4

Exercise: Lists

What we are going to do now is to make two lists for ourselves. No one will see these lists but yourself.

> Teacher's Note: Hand out "Self-Esteem Exercise #1."

10 Minutes Please write down all the things that you can think of that you are good at first, and then all the things you think you are not good at.

> Teacher's Note: Encourage them to list anything and everything. Nothing is too insignificant.

Look at your lists. Which side has more items? Often the negative list is longer because we pay more attention to our flops than our successes. During the next weeks we will be working on successes in this class and at home.

#5

Where Does Your Self-Image Come From?

It could be from parents, teachers, brothers and sisters, employers, spouses, caseworkers, neighbors, friends, children and your own self-evaluation. We constantly get input on our picture from many sources, but as adults we tend to listen to our self-evaluation more often than any other. So it is important to let some positive air in to the picture and to breathe this air.

According to Dorothy Briggs, who wrote "Celebrate Yourself", people with high self-esteem are "glad to be me"; people with low self-esteem have self-doubts and often wish that they were someone else. They pour their energy into solutions that don't work.

> Teacher's Note: Discuss this for a few minutes. Ask the questions: "When are you glad to be me?" "When do you wish you were someone else?"

10 Minutes Break Break Break Break Break

#6

Exercise: Twinning (Two Parts)

Now we are going to have another opportunity to see how we are feeling about ourselves. This exercise is called "Twinning". I would like you to:

5 Minutes

- . Close your eyes and sit comfortably in your chairs.
- . Visualize an empty chair facing you.
- . In this chair place a person who you love and who is very special to you. This person can be anyone - a child, a friend, someone in your past.
- . Tell this person how much you care for him/her. (1 minute pause.)
- . Now say goodbye to this person and slowly open your eyes.

How did that feel? Was it easy to tell this special person you you felt?

> Teacher's Note: Discuss this for a little while. The responses may give you a clue about the student's ability to verbalize feelings.

Please close your eyes again and we will try a different exercise. I would like you to:

5 Minutes

- . Visualize again the chair facing you.
- . Picture in this chair an identical twin to yourself. This twin looks and acts exactly like you.
- . Tell this twin how much you care for her/him. I love you because you...... Tell your twin in as many ways that you can think of why you are glad to be his/her twin. (1 minute pause.)
- . Say goodbye to your twin.
- . Open your eyes slowly.

How did that feel? Was it different from the first exercise? Do you think that it is as easy to tell yourself about your good points as it is to tell someone else? If you praise yourself, are you being conceited?

> Teacher's Note: Discuss this with the class briefly, aiming for the disclosure that it's hard to give yourself positive messages.

#7

Exercise: Self-Love Practice

10 Minutes Because one could say that telling yourself nice things or praising oneself is not worthwhile, most of us have never learned how to praise ourselves. Praise is giving yourself a verbal pat on the back and really helps in building self-esteem. This next exercise will help you to begin to learn how to do this. I would like you to find a partner.

> Teacher's Note: Pair up the class by counting 1-5 twice and pairing the like numbers.

- You and your partner should sit facing one another.
- For one minute, tell your partner all the good things that you can think of about yourself.
- I will time you. (1 minute)

> Teacher's Note: Ask the pairs to change roles. The partner who has listened will now talk and the partner who talked will listen.

- Will the second partner please tell the first partner all the good things that she can think about herself for 1 minute.
- I will time you. (1 minute)

How did that feel? Did it feel strange to say positive things about yourself for 1 minute? Do you often get or take the opportunity to give yourself some positive pats (or strokes)?

> Teacher's Note: Ask for input from the class, encouraging them to tell you why it feels strange to say nice things about themselves.

#8

Exercise: Circle Game

10 Minutes There is a fun game which we are going to play in which we will give each other some nice words.

> Teacher's Note: Have everyone stand in a circle. Get the soft ball.

I have a soft ball which I am going to throw to someone in the circle. As I throw it, I am going to say something positive to that person like "Mary, I appreciate your nice way of helping", or "You have pretty eyes". When the other person gets the ball, she will throw it to someone and say something positive as she throws it. I want everyone to have a turn doing this.

Teacher's Note: Be sure that everyone gives and gets a positive comment. Do this 2-3 times. The class will enjoy this activity.

#9

Discussion Topic: Building Your Own Self-Esteem

20 Minutes

Adults need to learn to love and appreciate themselves. Adults need to be appreciated by others. It is almost impossible to build good positive self-esteem in your child unless you are able to love and value yourself. You cannot fill up someone else's cup when your cup is empty. Every time that you feel good about yourself, you will be able to help your child to like and feel good about him(her)self.

How then do you build your own self-esteem?

1. Give yourself some compliments each day. Quietly, right now, give yourself a positive compliment. (Pause)

2. Ask for a compliment. Let others close to you know when you are in need of some help and caring.

3. Be aware of your self-criticisms. How often do you "run yourself down?" How often do you not try something because you are sure you will fail? You need to talk kindly to yourself. Take a minute and quietly say another nice thing to yourself. (Pause)

4. Try to watch how often you do things because you have an inner voice that is telling you that you should do this or you ought to do this or you must do this. Where did you get these messages, and are they doing you any good?

Teacher's Note: Be sure to allow input on these four points.

#10

Summary

To summarize then:

1. Self-esteem is learned.
2. Self-esteem can be changed from negative to positive.
3. Self-esteem needs to be mostly positive in order to be able to build another person's self-esteem.
4. Some steps to building positive self-esteem are:
    - a) to compliment yourself.
    - b) to ask others for compliments.
    - c) to cut down on self-criticisms.
    - d) to watch your punishing messages.

#11

Topic For Next Week

The topic for next week is "Communication I."

#12

Homework Activity

1. At least twice a day, compliment yourself. Practice your positive self-talk.
2. When you get up in the morning, say something nice to yourself and smile at yourself.
3. Give your child a compliment right after your positive self-talk.
4. Keep track on the chart.

#13

Closing Activity

5 Minutes Let's form our circle again. Each person will throw the ball to another member of the group. As you throw the ball, you will say something nice about yourself. I want each person to say out loud a positive statement about herself/himself. I will begin.

> Teacher's Note: Leader will begin and see that the circle completes the activity.

Finally, I would appreciate having you fill out this evaluation form for me. This is to help us know if our way of talking with you about self-esteem was helpful to you.

> Teacher's Note: Hand out copies of evaluation form and pencils.

#14

Evaluation

Please fill out an evaluation form. Your comments are very useful in meeting your needs. Thank you.

Appendix

1. Bibliography
2. Handouts for class use
    a. Self-Esteem Exercise #1
    b. Instructor Home Visit Appointment Form
    c. Student Home Visit Checklist
    d. Evaluation
3. Homework Activity
    a. Self-Esteem Activity for Parents
4. Home Lesson Plan
    a. Home Visit Information Sheet
    b. How to Help Your Child to Have a Good Self-Concept

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1. Briggs, Dorothy, Your Child's Self-Esteem, Dolphin Books, N.Y. 1975

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3. Clarke, Jean, Self-Esteem, A Family Affair, Winston Press, Minnesota 1978

4. Price, Alvin H. and Parry, Jay A., 101 Ways to Boost Your Child's Self-Esteem, American Baby Books, N.Y. 1982

5. Harold Well, Jack Canfield, 100 Ways to Enhance Self-Concept in the Classroom, Prentice Hall, N.J. 1976

6. Chess, Stella. Thomas, Alexander, Birch, Herbert, Your Child Is a Person, Penguin Books, N.Y. 1976

Self-Esteem Exercise #1

I Am Good At These Things	I Am Not-So-Good At These Things

Instructor Home Visit Appointment Form

My name is ____ and I will be visiting you in your home each week for the duration of the class (from _________________________ to ____).

Your choice for an appointment is _________________________________ at the following time ____.

My telephone number is _______________________ during the day, and my home telephone number is _________________________. Please telephone me if you cannot be home for any reason on the day we have agreed upon.

I look forward to meeting with you.

Student Home Visit Checklist

Name(s)____

Names and ages of children living at home

1)____________________________
2)____________________________
3)____________________________
4)____________________________

Address____
____

Telephone number (or where a message can be left)

____

Directions to reach house____________________________________
____
____
____

What would be your preferred day for the home visit?

Rank in order; 1, 2, 3, etc.

Mon.   Tues.   Wed.   Thurs.   Fri.

What is the best time of day for you? Check three

9:00   10:00   11:00   12:00   1:00   2:00   3:00   4:00   5:00

Any other comments?____
____
____

Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:_________

I found these things were NOT useful or new to me:_________

I would like to suggest the following:_________

Thank you.

Homework Activity

Self-Esteem Activity For Parents

1. At least twice a day, compliment yourself. Practice your positive self-talk.
2. When you get up in the morning, say something nice to yourself and smile at yourself.
3. Give your child a compliment right after your positive self-talk.
4. Keep track of your compliments daily by placing an "x" in the chart.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Something Nice in the Morning							
Positive Self-Talk I							
Compliment Child I							
Postive Self-Talk II							
Compliment Your Child II							

Home Lesson Plan

1. Go over the class material. Ask the student what they felt was helpful; what they didn't understand.

2. Go over the summary of class.

3. Ask about the homework activity. Ask to see the chart.

4. Talk about how the parent can relate class material to her child.

   a. Praise the child very specifically. Teach phrase: "I like the way you.....(name)......did......(specific activity)".

   b. Watch the labeling words like "dumb", "stupid", etc.

   c. Help the parent to identify the child's unique self. What kind of a person is the child? What are the traits the parent likes, or dislikes?

   d. Leave handout on "How to Help Child to Have a Good Self-Concept".

HOME VISIT INFORMATION SHEET

Visitor's name ____________________
Date ____________________
Day and time ____________________

Family name ______________________________
How many people present ______________________________
Ages of children present ______________________________

Activities ____
____
____
____
____

Materials used ____
____
____

Handouts ____
____

Requests made for further information ____________________
____
____

Summary of visit ____
____

Suggestions for next visit ______________________________
____
____

How to Help Your Child to Have a Good Self-Concept

by Joan Poliak

What is self-concept or self-esteem? It is the sum of how you feel about yourself. The individual adds up the qualities that he likes about himself and the qualities that he dislikes about himself and comes out with a picture which we call self-concept or self-esteem. How you feel about yourself determines which activities you will try and which activities you will avoid. A person with a good self-concept is courageous and willing to try new experiences. Dorothy Briggs, in Your Child's Self-Esteem, the Key to His Life, says

> "Your child's judgment of himself influences the kinds of friends he chooses, how he gets along with others, the kind of person he marries, and how productive he will be. It affects his creativity, integrity, stability, and even whether he will be a leader or a follower. His feelings of self-worth form the core of his personality and determine the use he makes of his aptitudes and abilities. His attitude towards himself has a direct bearing on how he lives all parts of his life. In fact, self-esteem is the mainspring that slates every child for success or failure as a human being."

Where does self-concept come from?

Self-concept comes from many sources. We are constantly changing our self-picture all through life as we meet new people and have new experiences. The young child has his beginning self-concept formed by his parents or those who do the original caring for him. As he grows older, playmates, relatives, teachers, counselors, all take their turn in helping form and reform his self-picture. In adulthood, spouses, employers, friends, relatives, children, teachers and many others influence one's self-concept.

If the parents are so influential in forming a child's first self-concept, what can a parent do to help a child develop a high self-concept?

There are several definite things a parent can do to help a child to develop good self-concept or self-esteem.

1. Accept the child for who and what he is. Try to understand what makes up your child's personality and accept what you see.

2. Be aware of what your child is really saying by his words and actions. Be a careful listener and, when you don't understand, don't jump to conclusions, listen some more.

3. Watch your words. For the young child your words are the "truth." If you say he is dumb, or stupid, it must be true. Use words that are nonjudgmental when criticizing. Think before you speak.

4. Praise the child's "good" productive behavior. Halp him to feel that most of the time you approve of him. Help him to feel worthwhile.

5. Encourage his independence and recognize that he is an individual with a right to his own feelings, ideas and attitudes.

6. Set firm consistent limits. This helps the child to realize that you will help him to learn the "rules" of our social world. However, make the limits consistent with his age level of activity and social ability.

7. Encourage the child to participate in family decision-making. The young child can be helped to learn that he has a voice in appropriate family decisions. As he grows older, he gets more say.

Above all, remember that the goal of the parents in raising their child is to help the child to become a courageous independent person who is able to handle the ups and downs of life with good judgment and humor. A person with good self-concept feels that he is worthwhile and competent. What more can a parent help a child to achieve than this?

COMMUNICATION I

Class Objectives

1. To recognize the elements of communication.
2. To identify common barriers to communication.
3. To analyze the importance of active listening.
4. To stress the benefits of two-way communication.

Outline of Class

1. Pre-Class Preparations and Materials
2. Beginning Activity
3. Introduction to the Topic of Communication
4. Exercise: The Man Who Can't Draw a Triangle
5. Introduction to the Topic of Feedback

Break

6. Exercise: Practicing Feedback
7. Introduction to the Topic of Active Listening
8. Exercise: Listening Is Showing We Care
9. Summary
10. Topic for Next Week
11. Homework Activity
12. Closing Activity
13. Evaluation
14. Appendix
15. Home Lesson Plan

COMMUNICATION I

#1

Pre-class Preparation and Materials

- Name tags (first name only)
- Blackboard or newsprint
- Chalkboard and chalk (or a large piece of paper and black felt tip pen)
- Pencils
- Duplicate enough copies for all class members of:
    1. Door Opener-Door Closer Exercise
    2. Evaluation
    3. Homework Activity
    4. Home Visit Information Sheet

#2

Centering Exercise

5 Minutes Today we are going to do a relaxing exercise. Please sit comfortably in your chair, close your eyes and relax. Now leave this room in your imagination and go to a place where there is something very nice waiting for you. Where is it? Are you enjoying yourself? Try to feel all the pleasant sensations that you can. (Pause for 2 minutes.) Now say goodbye to this pleasant place and come back to this room. Open your eyes and smile at your neighbor.

#3

Introduction to the Topic of Communication

10 Minutes Communicating with others is the way that we get our needs met and the way that we meet the needs of others, our children, our mates, our friends, our employers. There are at least four parts involved in communication. Good communication is a process which involves each of these four parts.

The four parts involved when we communicate with one another are:

1) the speaker
2) the message
3) the channel or the way the message gets sent (speaking, yelling, whispering)
4) the receiver

> Teacher's Note: Draw the Communication Model on the chalkboard or newsprint and give an example of each part.
>
> Sender ——> Message ——> Channel ——> Receiver

When communication breaks down, ask yourself:

1. Sender ——> Was the trouble due to something the speaker said.
2. Message ——> Was the fault due to the message itself.....the way it was worded, sent?
3. Channel ——> What was happening at the time of the communication, noise?
4. Receiver ——> Was the trouble due to some fault in listening?

At any point along the way, a message can be misunderstood. This can happen even if everyone is trying to send or receive the message clearly. One of the reasons is that all of us at times set up barriers to communication. These barriers are really bad habits which interfer with clear listening. Some of these barriers are:

1. Preoccupation. You simply don't listen. You are planning supper or thinking of something else.
2. Thinking defensively. You are busy preparing an answer or comeback to what is being said.
3. Closing your mind. You think that you know what is best on the situation and don't want new information.
4. Hearing what you expect to hear. Here you "know" what the speaker is going to say and that is what you hear.

#4
Exercise: The Man Who Can't Draw a Triangle

10 Minutes One of the difficulties in communication is that it is almost impossible to say something that everyone will understand. All messages can be either understood or misunderstood.

In fact, I'd like to try a little experiment with you. Let's suppose, for a moment, that you want me to draw a triangle on the blackboard--just an ordinary triangle. And I'm willing, but I don't know how to do it. You tell me how. You give me the instructions. How do you draw a triangle? Tell me what to do.

Teacher's Note: Have the group call out instructions en masse so that you get more confusion than if you allowed one student to give the whole series of instructions. This will be to your advantage. Invent your own ways of misinterpreting. This demonstration should not be drawn out too long. The impact will not be lost, even if they catch you. You will at least have shown how much we take for granted in giving even the simplest instructions.

Teacher's Note: This was one of the favorite demonstrations of Dr. Irving J. Lee of Northwestern University. A facetious student once referred to him as "the only man on the faculty who can't draw a triangle." Dr. Lee had devised a way of misinterpreting every kind of instruction that was ever given. This demonstration may require a little practice on your part. Here are some of the instructions most frequently given:

DRAW THREE STRAIGHT LINES CONNECTED. He drew them as three sides of a box, or as continuing parts of a single line.

DRAW THREE STRAIGHT LINES TOUCHING AT THEIR TIPS. He drew an arrow.

DRAW THREE STRAIGHT LINES CONNECTING THEM SO THAT THEY MAKE THREE ANGLES. He drew them in the form of an X with a line connecting the two lower points. This, of course, made a triangle, but with an extra V on top. If they protested that he had not drawn a triangle, he would then ask, "Is this really what you had in mind by a triangle? Have I done what you wanted? Would you be satisfied with an employee who came this close to the assignment? I think not. Try again!"

DRAW THREE STRAIGHT LINES CONNECTING THEM SO THAT THEY MAKE THREE AND ONLY THREE ANGLES. He drew a K.

Make three straight lines enclosing in an area. He drew an A.

CONNECT THE DOTS WITH STRAIGHT LINES. He connected the three dots with only two straight lines, making a V shape.

CONNECT ALL THREE DOTS WITH THREE STRAIGHT LINES. He would take a pencil and draw the third line on the blackboard so that the class couldn't see it.

NOW GO OVER THE THIRD LINE WITH CHALK. He used the side of the chalk and smeared it all up.

PUT THE DOTS BACK THE WAY YOU HAD THEM. He did as expected.

NOW CONNECT ALL THREE DOTS WITH THREE STRAIGHT CHALK LINES. He drew dotted lines, or slightly wavy lines, then stood at the side of the blackboard, where he was looking along its surface, and said, "They look straight from here."

Teacher's Note: ASK the group the following questions.

WHAT FEELINGS DID YOU HAVE DURING THIS EXPERIENCE?

a. Frustration.
b. Anger.
c. Accusing receiver of not listening.

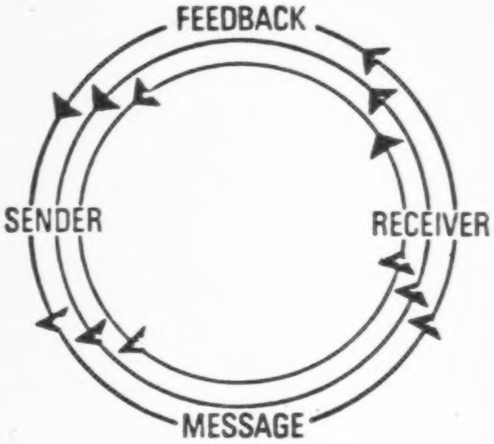
#5

Introduction to the Topic of Feedback

20 Minutes Do you remember all those times that you were talked down to as a child? No one wanted to hear your side of the story or even gave you a chance to give it. That was one-way communication, and in one way communication the sender doesn't get any feedback (information) from the receiver (or maybe doesn't want any feedback). He gets frustrated if he hoped for an answer. The receiver gets frustrated because he isn't given a chance to answer. Often conversations between parents and children are like this, "Why did you do that? Don't you know any better?"

In two-way communication there is a mutual give and take between the sender and receiver. With feedback there is understanding. The sender knows whether his message has been accurately received and the receiver can ask questions about the message. Both feel equal.

Teacher's Note: Draw this diagram on the board:



For example, your child comes running into the house and asks, "When's supper ready?"

Now does the child mean that:

a. he's hungry?

or

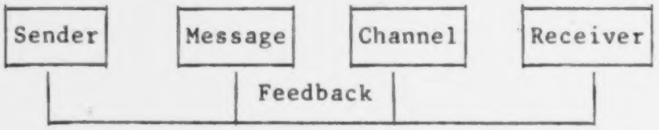
b. does he have more time to play before supper?

With two-way communication and feedback, you can find out. What could you say to find out which the child means?

Teacher's Note: Ask the class - help them if necessary with the example. Are you asking me if you have time to play outside a while longer? Or are you hungry and want to eat right now?

So now we add feedback to the communication process diagram.

Teacher's Note: Draw on blackboard:



Feedback allows the sender to verify that his message has been accurately received.

10 Minutes Break Break Break Break Break

#6

Exercise: Practicing Feedback

20 Minutes There are statements that we call door openers and door closers. These are ways that we keep communication open or ways that we close it. By the way we say something, we can encourage more information or discourage any information. These examples will give you an idea of what we mean.

Teacher's Note: Read examples and role play with someone, preferably two instructors.

DOOR OPENERS	DOOR CLOSERS
1) Oh! That's interesting!	1) Don't talk to me now.
2) Tell me more.	2) I'm busy.
3) I'd love to hear about it.	3) You're a baby--always running to me with your problems.
4) Hmm. I see.	4) Can't you do anything but complain?

What did you think or feel when you heard these statements?

Let's practice this some more.

Teacher's Note: Starting at your right, have a student read statement 1. The teacher responds with a door closer. The next student reads the same statement 1 and the teacher responds with a door opener. The third students reads statement 2 and the teacher responds with a door closer. Proceed with all the statements read twice until everyone has had a chance to read and be responded to by the teacher.

When all are finished, ask the group how they felt about the responses. If there is time and someone wants to try a longer dialogue, take one of the statements and carry one for a few sentences always with positive responses.

1. 6 year old boy: I hate my bratty little sister.
2. 8 year old girl: Mrs. Smith is always picking on me in school.
3. 12 year old boy: We never have anything good to eat around here.
4. 5 year old girl: I don't want to go to bed, I'm not tired.
5. 10 year old girl: I always have to do all the work around here, you let everyone else off easy.

#7

Introduction to the Topic of Active Listening

We are beginning to talk about active listening which is a kind of listening that helps you know how the other person is really feeling. Many times when a person answers us we have a hunch that there is a lot they aren't saying. Active listening can help us get to this hidden information. You can learn the skill of active listening provided that you:

1. Really want to hear what the other person has to say.
2. You believe that what the other person is saying is important to him and you want to help him if necessary. 20 Minutes
3. You genuinely accept his feelings.
4. You trust the other person's ability to work things out by himself.

This really means that you want to take the time to listen to the other person in a very caring way. Think for a minute of a time that you were really listened to. (Pause). Did you feel cared for?

> Teacher's Note: See if you can get some class input. If not, give a personal example.

There are some rules about active listening:

1. Listen for information.
2. Listen with every sense possible.
3. Allow the child (other person) to take you where you can understand.
4. Accept emotion.
5. Respond to feelings.
6. Show understanding.

#8

Exercise: Listening Is Showing We Care

We show our family that what they say is important to us by:

1. Listening without saying anything:

   - With the look of attention and genuine interest on our face.

   - With simple expressions that keep communication lines open and that show we are interested in listening to as much as our family want to tell us. These expressions include comments such as:

5 Minutes

I see. . Tell me more . . . . . . That's interesting. . .

H'mmm. . I'd like to hear more. . I hadn't thought of it that way before . . . .

2. By listening actively for words and the feelings behind the words, and by letting the speaker know you heard what he said and what he felt.

   - In active listening the listener tries to hear what the speaker is saying and feeling.

   - Then, to be sure he has understood the speaker's words and feelings, he feeds back to the speaker what he has understood.

   - The speaker then has a chance to say whether he has been heard correctly. If not, he can correct the listener's statement.

The following is an example of active listening.

Child: I'm not hungry. I really don't feel well.

Parent: You look pretty tired. Why don't you lie down awhile before dinner and see how you feel later on? (feedback)

Child: I think I will. I don't know if I can eat or not--even later on.

1. Did the parent only "feedback" the child's exact words, or did she show she really "felt with" the child? Discuss.

____

Here is another example:

Child: I'm not hungry--I have a stomach ache.

Mother: You probably stopped on the way home and filled up at the drug store on candy.

Child: No, I didn't. I really have a stomach ache. I've had it all day.

1. What do you think is wrong in the above dialogue?

____

____

____

2. Which of the above ways of talking and listening to your child do you follow mostly? Door openers, door closers, active listening or not listening for feelings?

____

Teacher's Note: Discuss with the class as a group the following two questions. Put their anwers on the board under 1 and 2.

1. How do you feel if you are really listened to by someone else?
2. How do you feel if you are not listened to by someone else?

#9
Summary

In this session we talked about the four parts of communication - the sender, the message, the channel and the receiver. We saw how easy it is to have unclear messages and learned that feedback is a way to ensure better, clear messages. We learned that listening for feelings helps to understand. By using these skills of feedback, door openers and listening for feelings, parents can have better understanding of their children.

#10
Topic for Next Week

The topic for next week we will be "Communication II."

#11
Homework Activity

Practice active listening with one member of your family at least once a day. Keep track on the handout sheet of what happened.

Teacher's Note: Distribute Active Listening Practice sheet to each class member. Ask them to keep track of the questions and answers daily.

#12
Closing Activity

Today our closing activity is related to our topic of communication. Let's stand in a circle and each person will say what she appreciates about being in this group. I will start.

Teacher's Note: Teacher starts with a statement; i.e., "I appreciate getting to know you" or "I appreciate sharing your experiences with you."

#13
Evaluation

Please take a moment to fill out the evaluation form. It is the same form as last week but today you will discuss what was helpful in today's session.

Appendix

1. Bibliography
2. Handouts for class use
    a. Door Openers-Door Closer Exercise
    b. Evaluation
3. Homework Activity
    a. Active Listening Practice Sheet
4. Home Lesson Plan
    a. Home Visit Information Sheet

Bibliography

1. Ackerman, Paul and Kappelman, Murray, Signals: What Your Child Is Really Telling You, Signet Books, N.Y. 1978
2. Dinkmeyer, Don and McKay, Gary, Parents Handbook, Wyden Books, N.Y. 1971
3. Faber, Adele, and Mazlish, Elaine, How to Talk So Kids Will Listen and How to Listen So Kids will Talk, Avon Books, N.Y. 1980
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5. Gordon, Thomas, Parent Effectiveness Training, Wyden Books, N.Y. 1972
6. Helfer, Ray E. M.D, Childhood Comes First, Ray E. Helfer, Michigan 1978
7. Hershey, Paul, Blanchard, Kennth, The Family Game, Addison Wesley, N.Y. 1978
8. Kerlley, T.P., Bessell, Harold, The Parent Book, Jalmar Press California 1977

Door Opener - Door Closer Exercise

Door Openers

1. Oh! That's interesting.
2. Tell me more.
3. I'd love to hear about it.
4. Hmm. I see.
5. ______________________________
6. ______________________________
7. ______________________________

Door Closers

1. Don't talk to me now.
2. I'm busy.
3. You're a baby---always running to me with your problems.
4. Can't you do anything but complain?
5. ______________________________
6. ______________________________
7. ______________________________

Child Statements

1. 6 year old boy: I hate my bratty little sister.

   Answer:

2. 8 year old girl: Miss Smith is always picking on me at school.

   Answer:

3. 12 year old boy: We never have anything good to eat around here.

   Answer:

4. 5 year old girl: I don't want to go to bed, I'm not tired.

   Answer:

5. 10 year old girl: I always have to do all the work around here, you let everyone else off easy.

   Answer:

Evaluation

For me, this week's session was (please check one):

Excellent ____
Very good ____
Good ____
Fair ____
Poor ____

I found the following things most helpful and interesting to me: ____

I found these things were NOT useful or new to me: ____

I would like to suggest the following: ____

Thank you.

Homework Activity

Active Listening Practice Sheet

	What I heard from someone (name)	What I said to (name)
Sunday		
Monday		
Tuesday		
Wedbesday		
Thursday		
Friday		
Saturday		

Think of one person with whom you would like to improve your active listening skills. Practice listening and responding. It can be any kind of a situation.

Home Lesson Plan

1. Review class content.

2. Ask parent about the homework assignment.

3. Discuss with parent what problems and successes she is having with communicating with child.

4. Discuss:

   a) Do you think it is easy to listen actively to another person?

   b) What is one particular part of active listening which seems more difficult to you?

5. If you are working with a family with adolescents, explain the communication questionnaires and ask them to fill them out themselves. Try to have the adolescents also fill out their questionnaires and then compare the results. This will lead to a lively conversation about communication at this family's level.

HOME VISIT INFORMATION SHEET

Visitor's name ____________________

Date ____________________

Day and time ____________________

Family name ____________________

How many people present ____________________

Ages of children present ____________________

Activities ____________________

____

____

____

____

Materials used ____________________

____

____

Handouts ____________________

____

Requests made for further information ____________________

____

____

Summary of visit ____________________

____

Suggestions for next visit ____________________

____

____

COMMUNICATION II

Class Objectives

1. To review and practice Listening For Feelings.
2. To understand the effects of negative statements.
3. To recognize the destructiveness of criticism.
4. To learn and practice "I" Messages.

Outline of Class

1. Pre-Class Preparation and Materials
2. Beginning Activity
3. Summary of Communication I
4. Listening for Feelings Practice
5. Large Group Discussion: Communication and Cooperation
6. Criticism and Its Effect

Break

7. Introduction to the Topic: "I" Messages
8. Pairing Exercise: "I" Messages
9. Large Group Discussion: "I" Messages
10. Summary
11. Next Week's Topic
12. Homework Activity
13. Closing Activity
14. Evaluation
15. Appendix
16. Home Lesson Plan

COMMUNICATION II

#1

Preclass Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or large sheet of paper and felt pen)
- Sharpened pencils
- Duplicate enough copies for all class members of:
  1. Listening for Feelings
  2. How Not to Talk
  3. "I" Message Sentences
  4. Homework Activity
  5. "I" Message Practice
  6. Evaluation Form (optional)
  7. Home Visit Information Sheet (enough copies for each family)

#2

Beginning Activity - Centering

Today we will begin our time together by recalling a time when someone we love gave us praise. Please get comfortable in your chair, close your eyes and breathe in and out quietly at least 10 times. Let yourself relax, feel the tension flow away. I would like you to go in your mind and memory to a time when someone you cared about praised you. Try to recall all the words that were said. Try to remember how you felt when you were being praised. I hope for all of you that you are feeling warm and cared for and appreciated. Hold on to that feeling for a while. (Pause) Now come back to the present, to this room. Welcome.

> Teacher's Note: Ask each class member to share briefly their feelings when being praised.

#3

Summary of Previous Lesson

Last time we learned several things about communicating with other people.

1. Saying things so that people will understand clearly is hard.
2. Listening for feelings is a key to better understanding between people. 5 Minutes

You had homework practice in listening for feelings that gave you an opportunity to see if this skill is helpful. Today we are going to learn several more skills that we hope will assist you in your talking and listening abilities.

#4

Listening for Feelings Practice

Teacher's Note: Pass out Listening for Feelings. As a large group, go through the 8 statements to be matched with feelings. Discuss with the parents why they are choosing a certain match. What clues might they have for their decision?

20 Minutes We are going to have another practice in listening for feelings. Together we will fill out the answers to this Listening for Feelings Sheet. I will be asking you what clues you may have that help you to choose an answer to the child's statement.

Listening for Feelings

FEELINGS

1. My birthday is in just three more days. I will be four. ____________
2. Look what I built with my blocks, all by myself. ____________
3. Will you be at day care with me? (first day of day care)____________
4. I don't have anything to do. ____________
5. I don't like that game. It's stupid. ____________
6. Jimmy's not home. There's no one to play with. ____________
7. I don't want to play with Sarah anymore. She's dumb. ____________
8. I don't like the baby. She cries all the time and you pick her up. ____________

Key:

1. pleased, happy.

5. discouraged, feels dumb

2. proud, pleased
3. afraid, fearful
4. bored
6. lonely
7. angry
8. jealous, feels left out

#5

Large Group Discussion: Communication and Cooperation

20 Minutes

When people talk to each other, they often disregard the other person's point of view, or miss completely how the other person feels. Sometimes, the talk humiliates the other person. When a person feels disregarded, misunderstood or humiliated, he is apt to get angry, defiant or may decide not to cooperate with what the other person may be trying to get him to do. This happens a lot with parents and children. If you can talk so that your child listens to you and cooperates with you, life in the family is a lot more pleasant. In this next exercise which we will do as a group, demonstrate How Not To Talk if we hope to encourage our children to listen to us.

Teacher's Note: Distribute copies of How Not To Talk to each class member. The instructor will role play the statements and the students will be asked to visualize themselves as a child listening to these statements. In the space provided after each statement, they are to write down how they felt. The instructor is to get brief feedback after each statement.

In this exercise, HOW NOT TO TALK (IF YOU WANT TO BE LISTENED TO), the instructor will read and role play the statements. You are to imagine that you are a child listening. Please complete the "I feel" space after each statement and role play.

HOW NOT TO TALK (IF YOU WANT TO BE LISTENED TO)

1. You are lazy, lazy, lazy. Your room hasn't been picked up for days.

   I feel____

2. I am angry because you keep making the same stupid mistakes.

   I feel____

3. Are you worrying about that? Don't be so silly.

I feel____

4. You're always interrupting. And what's more, you don't ever do what I want. Last week, for instance..............

I feel____

5. You should be ashamed. You're such a bad, bad girl.

I feel____

6. You're going to get it when your Daddy comes home. You're in for real trouble when he hears what you did today.

I feel____

7. Who do you think you are? Mr. Big Shot?

I feel____

8. One hour late. You must have been doing something that you shouldn't have been doing.

I feel____

9. You shouldn't feel that way, you're just jealous of your little sister. You should love her and take care of her.

I feel____

10. Don't you dare say what I think that you are going to say.

I feel____.

All those statements tore the listener down. These statements made the listener feel angry, hurt and certainly in no mood to be willing to listen or cooperate. It would be so nice if we could simply open up another person's head and pour our conversation in. That just isn't going to happen. All the negative statements do is ensure that the other person is going to be a lot less willing to listen or cooperate.

Did any of you notice that most of those accusing sentences put the accent on the word YOU? Accusing, blaming and attacking messages usually emphasize that the listener (you) is at fault. Another reason why the listener is less willing to accept some responsibility is that blaming messages allow the listener to get angry and defensive. When the finger of blame is pointed at YOU, you is not very interested in doing anything but running for cover until it's safe to come out.

#6

Criticism and Its Effect on Communication and Cooperation

Another way to look at the How Not To Talk sentences is to see how many of them are critical of the other person. What is criticism? Our lives are filled with it and it is a very destructive force. Actually, criticism is a communication process in which one person (sender) tells another person (receiver) about faults, shortcomings and actions that they supposedly have. Is there anyone here who hasn't had someone criticize them? (Pause) The problem with criticism is that:

10 Minutes

1. It hurts, and this means that we stop listening to the other person and start defending ourselves or become angry at the other person.
2. It leaves scars, particularly if it has come from someone we care about. It's hitting below the belt.
3. It means that someone has judged you and that always makes you feel small.

What else does it do?

> Teacher's Note: Discuss this briefly. You can role play what it feels like to be given a "slug" by having someone give you a criticism; for example, "You talk too much, even though everything you say is interesting."

10 Minutes Break Break Break Break Break

#7

Introduction to the Topic of "I" Messages

> Teacher's Note: Put the word "I" on the blackboard

An "I" message is a statement that tells the other person how you are feeling about the behavior or the incident. It focuses on your feelings and reports what you are thinking. It gives the other person a clear understanding of your thoughts and feelings. It removes blame, criticism and all those other roadblocks and door closers from the communication between you and the other person.

Basically, you are "saying it straight."

Some examples of "I" messages are:

> "When you eat so close to supper I get upset because I am sure that you won't be hungry for dinner and food costs money."
>
> "When I am talking and you interrupt me, I get mad because I want to finish my sentence."

15 Minutes

> "When I am talking on the phone and you interrupt me, I get mad because I can't hear what the other person is saying."
>
> "When you leave your toys all over the living room, I get upset because I have asked you not to play there."
>
> "When you come home from school with a pretty picture, I feel happy because I know that you had a good time drawing that picture."

"I" messages are specific; they are not judgmental and critical of the other person. You let the other person know how you are feeling This can be a positive feeling or a negative feeling. As a parent, this will help your child to know exactly what is on your mind and in your heart.

There is a three step process to learning "I" messages.

> Teacher's Note: Write the three step process on the blackboard as you discuss the method.

You need to describe the behavior that upsets or pleases you, tell the other person what you are feeling and then discuss the results or the consequences.

1. When you..................................(Behavior)
2. I feel...................................(Feeling)
3. Because..................................(Results or Consequences)

#8

Pairing Exercise: "I" Messages

Now let's practice these "I" messages.

Teacher's Note: Pair the class by counting 1-5 twice. Hand out "I" Message Sentences to pairs. Have each pair complete the sentences, alternating the answers. This will give each person five chances to use "I" messages.

"I" Message Sentences

1. When you don't come home from school ______________________
2. When you cleaned up the kitchen ______________________
3. When the principal called ______________________
4. When you leave your toys all over ______________________
5. When you give me a hug ______________________
6. When I learned that you were hurt ______________________
7. When you ripped your jacket ______________________
8. When you turn on the T.V. whenever I want to talk to you ______________________
9. When you don't tell me what's the matter ______________________
10. When I was sick and you helped me ______________________

Key:

1. When you............................(Behavior)
2. I feel..............................(Feeling)
3. Because.............................(Consequence)

#9

Large Group Discussion: "I" Messages

Please return to the group and form a circle with your chairs. Did these words feel strange to you? What happened you you used the "I" messages? Did you begin to get used to the method?

15 Minutes

Teacher's Note: Encourage the class to talk about the difficulty of using an "I" message.

"I" messages are very helpful when talking with children. Because an "I" message is very clear, the child can really hear what you want him to hear. Honestly stating our adult feelings will not damage a child. We avoid attacking the child's personality and character. We stay with the situation at hand and do not bring out all our past hurts. We don't blame the other person for how we feel. Very often we expect the other person to "know" how we feel, but an "I" message makes sure that they do. Most times people don't know for sure how the other person feels.

Did any pair find that by the tenth example they were getting quite good at it? "I" messages requires practice. You use an "I" message when you want someone close to know how you are feeling about what they are doing or what they didn't do. Remember, an "I" message can be used for expressing any kind of emotion.

Was there any difference between the positive feeling "I" messages and the negative feeling "I" messages? We need to tell people when we are feeling happy about something that they did for us. This builds their self-image and improves the communication between you.

#10

Summary

Tonight we learned that communication is better when we listen for feeling, understand negative effects of criticism and use "I" messages.

#11
Topic For Next Week

The topic for next week is "Your Past and How to Change Its Influence."

#12
Homework Activity

1. Practice "I" messages at least two times a day. Watch to see what happens and be prepared to discuss it with your home teacher. Remember "I" messages have three parts:
    1. Describe the behavior.
    2. State your feelings.
    3. State the end result.
2. Fill out your "I" message practice form daily.
3. Watch your critical statements. Who is giving them to you and are you giving any to anyone?

#13
Closing Activity

> Teacher's Note: Have all the students stand in a circle. Everyone will make a positive "I" statement about someone else (a child, a spouse, friend). Make sure everyone has a turn.

#14
Evaluation

> Teacher's Note: Hand out evaluation forms.

Please take time to fill out the class evaluation form. Try to think of our topic as you answer the questions.

Appendix

1. Bibliography
2. Handouts for class use
    - a. Listening For Feelings
    - b. How Not to Talk
    - c. "I" Message Statements
    - d. Evaluation Form
3. Homework Activity
    - a. "I" Message Practice Form
4. Home Lesson Plan
    - a. Home Visit Information Sheets

Bibliography

1. Ackerman, Paul and Kappelman, Murray, Signals: What Your Child Is Really Telling You, Signet Books, N.Y. 1978

2. Dinkmeyer, Don and McKay, Gary, Parents Handbook, Wyden Books, N.Y. 1971

3. Fast, Julius, Body Language, Pocket Books, N.Y. 1971

4. Gordon, Thomas, Parent Effectiveness Training, Wyden Books, N.Y. 1972

5. James, Jennifer, "Constructive Criticism, There's No Such Animal", Seattle Times, Section D, December 17, 1981

Listening For Feelings

Write in one word the feeling or feelings in the following sentences. Identify what it is the child is saying. You may choose some words from the key.

FEELINGS

1. My birthday is is just three more days. I will be four! pleased, happy
2. Look at what I built with my toys, all by myself. ______________
3. Will you be at day care with me? (First day at day care.) ______________
4. I don't have anything to do. ______________
5. I don't like that game. It's stupid. ______________
6. Jimmy's not home. There's no one to play with. ______________
7. I don't want to play with Sarah anymore. She's dumb! ______________
8. I don't like the baby. She cries all the time, and you pick her up! ______________

Key:

1. pleased, happy
2. proud, pleased
3. afraid, fearful
4. bored
5. discouraged, feels inadequate
6. lonely
7. angry
8. jealous, feels left out

How Not To Talk (If You Want To Be Listened To)

1. You are lazy, lazy, lazy. Your room hasn't been picked up for days.

   I feel____

2. I am angry because you keep making the same stupid mistakes.

   I feel____

3. Are you worrying about that? Don't be so silly.

   I feel____

4. You're always interrupting. And what's more, you don't ever do what I want. Last week, for instance.............

   I feel____

5. You should be ashamed. You're such a bad, bad girl.

   I feel____

6. You're going to get it when your Daddy comes home. You're in for real trouble when he hears what you did today.

   I feel____

7. Who do you think you are? Mr. Big Shot?

   I feel____

8. One hour late. You must have been doing something that you shouldn't have been doing.

   I feel____

9. You shouldn't feel that way, you're just jealous of your little sister. You should love her and take care of her.

   I feel____

10. Don't you dare say what I think that you are going to say.

    I feel____.

"I" Message Sentences

1. When you don't come home from school____________________

2. When you cleaned up the kitchen____________________

3. When the principal called____________________

4. When you leave your toys all over____________________

5. When you give me a hug____________________

6. When I learned that you were hurt____________________

7. When you ripped your jacket____________________

8. When you turn on the T.V. whenever I want to talk to you____________________

9. When you don't tell me what's the matter____________________

10. When I was sick and you helped me____________________

Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:_________

I found these things were NOT useful or new to me:_________

I would like to suggest the following:_________

Thank you.

Homework Activity

1. Practice "I" messages at least two times a day. Watch to see what happens and be prepared to discuss it with your home teacher. Remember "I" messages have three parts:

    1. Describe the behavior.
    2. State your feelings.
    3. State the end result.

2. Fill out your "I" messages practice sheet daily.

3. Watch your critical statements. Who is giving them to you and are you giving any to anyone?

"I" Message Practice

Sunday	I Message #1	Response
	I Message #2	Response
Monday	I Message #1	Response
	I Message #2	Response
Tuesday	I Message #1	Response
	I Message #2	Response
Wednesday	I Message #1	Response
	I Message #2	Response
Thursday	I Message #1	Response
	I Message #2	Response
Friday	I Message #1	Response
	I Message #2	Response
Saturday	I Message #1	Response
	I Message #2	Response

Home Lesson Plan

1. Go over class material.
2. Go over homework assignment.
3. Discuss criticism and find out what criticism tapes the student is hearing that may interfere with her "I" messages and active listening.
4. Have her draw up a list of five good qualities that she possesses (with you there) and ask her to add one each day until she has ten or more. Then she needs to read them at least two times a day - when she gets up and when she goes to bed.
5. Practice "I" message statements.

HOME VISIT INFORMATION SHEET

Visitor's name________________
Date________________
Day and time________________

Family name________________
How many people present________________
Ages of children present________________

Activities________________
____
____
____
____

Materials used________________
____
____

Handouts________________
____

Requests made for further information________________
____
____

Summary of visit________________
____

Suggestions for next visit________________
____
____

YOUR PAST AND HOW TO CHANGE IT

Class Objectives

1. To identify and examine past childhood experiences.
2. To clarify what was disliked in the past so as not to repeat it.
3. To develop news ways to relate to children not based on the past.
4. To contract to make small changes in their lives.

Outline of Class

1. Pre-Class Preparations and Materials
2. Beginning Group Activity
3. Introduction to the Topic
4. Small Group Exercise: The Child I Was
5. Small Group Exercise: My Parents

Break

6. Small Group Exercise: Discipline
7. Introduction to Topic of Change
8. Large Group Discussion: Change
9. Summary
10. Topic for Next Week
11. Homework Activity
12. Closing Activity
13. Evaluation
14. Appendix
15. Home Lesson Plan

THE PAST AND HOW TO CHANGE IT

#1

Pre-class Preparation and Materials

- . Name tags (first name only)
- . Chalkboard and chalk or newsprint and a felt pen.
- . Sharpened pencils available.
- . Have chairs arranged in a large circle.
- . Duplicate enough copies for all class members of:
  1. The Child I Was
  2. My Parents
  3. Discipline
  4. Changing the Past
  5. Affirmations Statement
  6. Homework Activity

#2

Beginning Activity: Centering

5 Minutes Today we will begin our time together by recalling a pleasant childhood activity. Please get comfortable in your chair, close your eyes and breathe in and out quietly. Let yourself relax, feel the tension flow away. Our session today is on understanding your past. While you are relaxed and peaceful, recall a pleasant childhood experience you would like to share with the class. (Pause) Now open your eyes. Share with us the memory of something pleasant in a sentence or two.

> Teacher's Note: Ask each class member to share briefly their pleasant memory.

#3

Introduction to the Topic of Your Past and How To Change It

There are several goals for this session about past and change. These goals are:

10 Minutes

1. To identify and examine past childhood experiences.
2. To clarify past hurts in order not to repeat these.
3. To develop new ways to relate to children not based on past experiences.
4. To contract to make two small changes in daily life.

To become more effective parents and people we all need to do some thinking about our past. Some of our past experiences will provide us with pleasant memories; other times thoughts about the past will bring painful memories. We all have some of each.

As adults we carry around the little child that we once were inside us and sometimes as adults we react the way we did when we were children. We also bring many of our past family ways and attitudes to our present life. Again, this is both good and bad. What each of us needs to sort out is what kind of a child we were, what kind of a past we had, what were our family attitudes, what was helpful and what hurt.

We need to look into our past as it applies to the present and the future. Only then can we leave it behind. We need to know who we are and where we come from so that we can go on in the present and build for ourselves and our families the very best life possible. If we don't look into the past and have some ideas about what baggage we have kept from the past, our past history will sneak up and repeat itself in ways that we, as adults, no longer wish to continue. To function well in the present time, we have to know ourselves.

#4

Small Group Exercise: The Child I Was

15 Minutes For the next minutes until our break we are going to take a quick journey into the past. We will be doing three exercises which will help you to remember certain parts of your past. In these exercises no one needs to share anything that they don't want to. Let's get started on our journey.

Teacher's Note: Divide the class into two groups. The teacher will lead one and a strong leader should lead the other. They will remain in these groups for the 3 exercises. Distribute the handout The Child I Was. Go over each statement and ask the parents to jot a few quick notes for each statement. Then discuss each statement with the whole group, asking them to recall to the best of their ability. Keep your eye on the time as 15 minutes is all you have.

The Child I Was

Questions to Ask Yourself: Jot down your "answers" in a few words.

- What kind of child was I? ____________________
- What did I do well? ____________ Not so well? ________
- How did I feel about it? ____________________
- Who were my friends? ____________________
- How did I treat my friends? ____________________
- How did they treat me? ____________________
- What was my overall mood as a child? ____________________
- What was the overall mood in my home? ____________________
- Was I happy or unhappy? Happy ________ Unhappy ________
- Did I feel loved or neglected? Loved ________ Neglected ________
- Did I feel my needs were met? Yes ________ No ________
- What do I feel I missed in childhood? ____________________
- What was the best about it? ____________________
- What was the worst? ____________________

How did it feel to remember yourself as a child? It is important to remember how you were as a child every now and again because it helps to be more understanding and sympathetic to your own children.

#5

Small Group Exercise: Your Parents

Now I am going to ask you to think about your parents or parent figures.

15 Minutes When you remember your parents, does anyone see himself/herself doing the same things that his/her parents did? Because we learn our parenting from our parents or parent figures, the way they did it is our first response to our children.

We may say the same things, use the same mannerisms, without meaning to. They just pop out.

There may be things that our parents did that we enjoyed and it pleases us to do those things with our children, and then there are those things that our parents did that we didn't like, swore that we would never do to any child, and yet sometimes we find ourselves doing these same things. We have all had that happen.

Teacher's Note: Distribute the handout My Parents. Follow the same procedure as before.

My Parents

How did I see my parents?

Helpful
Kind
Loving
Scary
Hurtful
Distant

Unhelpful
Lenient
Strict
Positive
Negative
Other - specify

What was my father's attitude toward me?______________________________

What was my mother's attitude toward me?______________________________

Was I considered a good kid?____________________ Bad kid?______________

How do I see my parents now?____

What did my parents do when I did something well?______________________

What kinds of things did I have to do to win my parents' approval?_______
____

Was it easy?______________________________ Hard?______________________

10 Minutes Break Break Break Break Break

#6

Small Group Exercise: Discipline

Please go back to your discussion group.

There is another area that I would like you to remember. What happened when you were naughty? How were you disciplined?

> Teacher's Note: Distribute the handout Discipline. Follow the same procedure as before.

Discipline

15 Minutes How was I disciplined? ______________________________

What actually happened when I:

Whined ______________________________

Demanded ______________________________

Disobeyed ______________________________

Was sassy ______________________________

Had a tantrum? ______________________________

What else happened when I did something they didn't like? __________

____

How did I feel about that? ______________________________

Was I allowed to tell my parents how I felt? ______________

What was considered "bad" or "good"? ______________________

How do I feel about the way discipline was handled? Good ______ Bad ______

Am I doing some of the same kinds of things to my children? __________

How do I let my children know if they have been good or bad? __________

____

Would I like to change and learn to discipline my children differently? ______________________________

In what ways? ______________________________

Remembering how you were disciplined may have been a little harder to recall without some feelings of anger and old hurts. No child likes to be disciplined and very often a child feels that the punishment was too harsh or unfair and undeserved. I wonder if any of you had that experience as you were remembering about being punished?

#7

Introduction to the Topic of Change

15 Minutes The last two questions on all of your handouts had to do with the word change. One of these questions read, "How can I change to be different?" How many of us have wanted very much to change a habit, a behavior that we know isn't helping us at all, and yet somehow it never seems to be possible to change? Why is this? Change is really difficult because it means taking a chance, a risk. When I have a habit, like eating too much food so that I gain weight, I know what will happen. I will stretch out my clothes, someone will tell me that I look fat, I will be mad at myself. I know all that. But what happens if I lose weight because I went on a diet and stuck to it? I might have to take in all my clothes, I won't recognize myself in the mirror--what else might happen?

> Teacher's Note: Ask the class for ideas to add to this.

Change means letting go of some of the old messages that were sent to you as a child. "She's the messy one. She's the slow one. She's the stupid one. She's my best worker. She's my lazybones." These messages affected the way that you behaved as a child and may still be affecting the way that you behave as an adult. These messages get in the way of you changing your behavior. You need to say to yourself:

> "Maybe I was a messy child, but I can choose to be a person who likes things where I can find them."
>
> "Maybe I was lazy as a child, but I know that when I like to do something as an adult, I am a good worker."

I would like you to think of one statement that was said about you as a child that you don't particularly like or think was fair. (Pause) Everyone have one? Now rephrase it by saying to yourself:

"Maybe they thought I was a ___________ but as
an adult I know that I ____________________."

Teacher's Note: Have the class do this several times and ask for comments about how it feels to say this.

Jennifer James, noted Seattle Professor of Behavioral Sciences, and radio and television commentator on human behavior, says "What gets in the way of what you want?" Some of the brick walls are:

- Preoccupation with the past
- Our beliefs about ourselves
- Our perception of the world
- Fear of failure
- The power of old patterns and judgments
- The inability to forgive yourself

You are always free to choose a different future.

Teacher's Note: Have the class discuss this briefly.

#8

Large Group Discussion: Change

Teacher's Note: Distribute the handout Changing the Past. With the whole group go over the 5 points. Be sure that each student fills out #5. Budget your time to leave plenty of time for each student to do this, because the home lesson is directly related to this activity.

Changing the Past

1. What most would I like to change about the way my parents did things?

____

2. What can I think of to do today so as not to repeat my parents' mistakes? Be specific.

____

20 Minutes

3. What do I want to do with my children, for my children, that my parents didn't do? Be specific.

Do with my children	Do for my children

4. Do I know that the past is over and that I have a large amount of control over how I behave and what I do with my children?

____

5. I shall make a contract with myself today to do several little things that will start to make a positive change in my relationship with my children.

Today I will change in these two ways to help me and my children:

a.

b.

Each of you was asked to write down two changes that you plan to make that will help you and your children. As we go around the group, I would like each person to share with the group these two changes. I will begin with the two changes that I am ready to make that will benefit myself and my family.

Teacher's Note: Teacher reads own change statements and then has each student read his/her change statement.

#9

Summary

We have covered the topics of our past and how to change some of the images and messages that we received in the past that are getting in the way of us being more in charge of ourselves in the present. You all took a journey into your past and have agreed to make two small changes that will make your life more beneficial to you and your children.

#10

Topic For Next Week

5 Minutes The topic for next week is "Child Development." We will talk about your children. We will give you some information about how to understand your children's needs as they grow and develop. We will show you some ways that you and your children can grow together.

#11

Homework Activity

Your homework activity is on the sheet My Pattern for Change. This chart will aid you in keeping track of your two changes. Please write down on the sheet right now the two changes that you have agreed to make. This is the first step in reaching your goal. Each day check one of the boxes that are listed as a way of keeping track of your progress.

#12

Closing Activity

As our closing activity, I would like us all to read aloud these affirmations:

Teacher's Note: Pass out handout on Affirmations for Changing and begin reading aloud.

- I will start today to make the little changes that will help us.
- I know that I will have some successes and failures.
- I will congratulate myself on my successes and forgive myself for my failures.
- I will use my failures to remember to start again to make the changes that I want for us.
- I can have a good life and I will.

#14

Evaluation

Please fill out the evaluation form. Thank you.

Appendix

1. Bibliography

2. Handouts for class use

    a. The Child I Was
    b. My Parents
    c. Discipline
    d. Changing the Past
    e. Affirmations on Changing

3. Homework Activity

    a. My Pattern For Change

4. Home Lesson Plan

    a. Home Visit Information Sheet

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The Child I Was

Questions to Ask Yourself: Jot down your "answers" in a few words.

. What kind of child was I?________________________________

. What did I do well?________________ Not so well?__________

. How did I feel about it?________________________________

. Who were my friends?________________________________

. How did I treat my friends?________________________________

. How did they treat me?________________________________

. What was my overall mood as a child?______________________

. What was the overall mood in my home?______________________

. Was I happy or unhappy? Happy__________ Unhappy__________

. Did I feel loved or neglected? Loved________ Neglected________

. Did I feel my needs were met? Yes__________ No__________

. What do I feel I missed in childhood?______________________

. What was the best about it?________________________________

. What was the worst?________________________________

My Parents

How did I see my parents?

- Helpful
- Kind
- Loving
- Scary
- Hurtful
- Distant
- Unhelpful
- Lenient
- Strict
- Positive
- Negative
- Other - specify

What was my father's attitude toward me?______________________________

What was my mother's attitude toward me?______________________________

Was I considered a good kid?____________________ Bad kid?______________

How do I see my parents now?______________________________________

What did my parents do when I did something well?________________

What kinds of things did I have to do to win my parents' approval?______
____

Was it easy?_________________________________ Hard?______________

Discipline

How was I disciplined?____

What actually happened when I:

Whined____

Demanded______________________________________

Disobeyed______________________________________

Was sassy______________________________________

Had a tantrum?__________________________________

What else happened when I did something they didn't like?______________

____

How did I feel about that?____________________________________

Was I allowed to tell my parents how I felt?_______________________

What was considered "bad" or "good"?____________________________

How do I feel about the way discipline was handled? Good_______ Bad_____

Am I doing some of the same kinds of things to my children?____________

How do I let my children know if they have been good or bad?____________

____

Would I like to change and learn to discipline my children differently?____

In what ways?____

Changing the Past

1. What most would I like to change about the way my parents did things?

2. What can I think of to do today so as not to repeat my parents' mistakes? Be specific.

3. What do I want to do with my children, for my children, that my parents didn't do? Be specific.

Do with my children	Do for my children

4. Do I know that the past is over and that I have a large amount of control over how I behave and what I do with my children?

5. I shall make a contract with myself today to do several little things that will start to make a positive change in my relationship with my children.

   Today I will change in these two ways to help me and my children:

   a.

   b.

Affirmations on Changing

. I will start today to make the little changes that will help us.

. I know I will have some successes and failures.

. I will congratulate myself on my success and forgive myself for my failures.

. I will use my failures to remember to start again to make the changes that I want for us.

. I can have a good life and I will.

Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:_________

I found these things were NOT useful or new to me:_________

I would like to suggest the following:_________

Thank you.

Homework Activity

My Pattern for Change

My proposed change #1

I will try to make the proposed change in my behavior.

1. ____

____

____

____

My proposed change #2

I will try to make the proposed change in my behavior.

1. ____

____

____

____

My progress this week:

1. My behavior problem was

Solved _____ No change ____ Worse ____ Better ____

2. The atmosphere in my family has been

Better _______ Worse _______ No change _______

3. Specifically this has happened:

4. I learned

5. I plan to

Home Lesson Plan

1. Familiarize yourself with the instructions, materials and handouts for this visit.

2. Review the class session on the Past and Change. If the parent has missed the class, give the parent the class handouts. Review the handouts as necessary.

3. Be familiar with the class homework activity. Ask the parent about the assignment and discuss any work that she has done on the two changes.

4. Discuss any problems or concerns the parent may have about the past. Emphasize letting go of the past and working hard in the present to create a happier life.

5. Discuss the topic of change. Ask the parent how she made the choices that she did. Was there a special reason to start with her two choices? Be very careful to let her know there were no right or wrong choices, just what was right for her at this time.

6. Read the affirmations with the parent and ask how she feels about the statements.

HOME VISIT INFORMATION SHEET

Visitor's name ____________________

Date ____________________

Day and time ____________________

Family name ____________________

How many people present ____________________

Ages of children present ____________________

Activities ____________________

Materials used ____________________

Handouts ____________________

Requests made for further information ____________________

Summary of visit ____________________

Suggestions for next visit ____________________

CHILD DEVELOPMENT

Class Objectives

1. To identify the basic needs of children and adults.
2. To know and recognize the developmental stages of children.
3. To use this knowledge to understand the expected, normal behavior of children at each stage.
4. To use all these skills in providing activities at home to do with their own children.

Outline of Class

1. Pre-Class Preparation and Materials
2. Beginning Activity
3. Introduction to the Topic of Needs
4. Introduction to the Topic of Development
5. Film(s) on Developmental Stages of Children

Break

6. Discussion on Film(s)
7. Summary of Development
8. Small Group Activity (Developmental Questionnaire A)
9. Individual Activity (Developmental Questionnaire B)
10. Summary
11. Topic for Next Week
12. Homework Activity
13. Closing Activity
14. Evaluation
15. Appendix
16. Home Lesson Plan

CHILD DEVELOPMENT

#1
Pre-class Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or a large sheet of paper and felt marker)
- Sharpened pencils
- Posters and charts on development (optional)
- Duplicate 5 copies of:
  1. Developmental Questionnaire A
- Duplicate enough copies for all class members of:
  2. Human Needs Chart
  3. Developmental Questionnaire B
  4. Developmental Handouts
     Infants
     Pre-toddlers
     2-year-old through 11-year-old
     Adolescence
  5. Homework Activity
  6. Home Visit Information Sheet (enough copies for each family)
- Film projector and screen
- Order films (see Resources in Appendix). See Teacher's Note after #5.

#2
Beginning Activity: Childhood

5 Minutes

I would like you to close your eyes and relax. Try to remember what it was like to be very young. Go back through the teenage years, through the early school years, through the preschool years, and to when you were a two-year-old. Most of us cannot remember that early period in our lives very well, but try to visualize in your mind what it must have been like. You are at knee level to most adults. What do you see when you look around you. The underneath of chairs, lots of legs, the wheels of cars and trucks whirling by. Dogs, trucks, and trees look enormous; people look like giants. Try to think what it would be like to climb into a car, go upstairs, eat at the table, walk with adults, tell your parents something important, when you were that small. Some of these things are hard to do when you are limited in your capabilities. It is very frustrating at times, especially when adults expect too much from you, or when they treat you like a small baby who can't do much of anything. Most of all, it is hard not being able to talk too well. No wonder the two-year-old throws a few temper tantrums!

Open your eyes. This exercise was to help you to think what it is like to be a child once again. Sometimes it is helpful to remember back to your own children's ages and think about what sort of behavior is typical of that age, and what needs each age has that should be met.

We are going to do that today in class; talk about the behaviors typical of each age and stage, and the basic needs children have at each stage.

#3

Introduction to the Topic of Needs

15 Minutes Being a parent is a job; to do any job you need certain skills. The job of being a parent involves many skills, some of which we may have already when we have our first child. Some skills we learn along the way by trial and error, but other skills we may have to make a conscious effort to acquire in order to become better parents.

The skills and knowledge needed to go a good job of parenting can be broken down into several areas. Each of these areas need different skills. We are going to talk about two of those areas now.

Teacher's Note: The following should be written on the chalkboard at the beginning of the class.

1. Anticipating the child's needs.
2. Knowing the stages of development.

Anticipating the child's needs

Children have certain needs. One of the jobs of parenthood is to provide for those needs. These needs often do not end with childhood. Adults also have needs, many of which are the same as our children's needs.

First of all let us all brainstorm what needs we have ourselves.

Teacher's Note: Use a chalkboard or large sheet of paper and write down the suggestions as they are made. If answers are slow in coming, you can add some yourself:

Adults Need To Be:
- loved
- wanted
- taken care of
- needed
- praised for what we do well
- have our questions answered
- in control
- free to experiment
- free from danger
- able to meet our potential

Thank you, this list of needs certainly covers most of our needs as adults.

Teacher's Note: Give out the Human Needs Chart to the class. Give examples of the different levels of needs as you go through them.

This is called a pyramid of human needs. At the base of the pyramid is the foundation or bedrock of the very basic needs a person of any age has to have met to survive: air to breathe, food, sleep, to be kept at the correct body temperature, and to have some sort of shelter. Once these needs are met, then safety needs are the next consideration. These include freedom from danger; freedom from mental stress and bodily stress, which would include preventative health care, and some sort of routine in life, a predictability or pattern for day-to-day living. Again, when these two basic levels have been met, these love and belonging needs can be built. There is a real need in all people to give and take in an affectionate relationship with other people. After that, we can add our self-esteem needs: to be recognized as a worthwhile individual (we spent some time discussing the importance of this need at the beginning of our whole program). After this, we can move onto self-fulfillment needs, developing to your fullest potential, and then onto intellectual curiosity, a need for knowledge and understanding.

When we relate these needs to children, we can see that infants have to have the very basic physiological needs met in order to survive, and toddlers in particular have to have their safety needs met. These are high priority needs. However, having the love and self-esteem needs met are as important to children as they are to adults.

As adults if our needs are not being met we can do something about it. One of the areas of learning in this class has been working on communication and assertiveness. Children, however, may not have the skills, or even the verbal ability to let people know what their needs are. Therefore, we as parents have to try and anticipate their needs and satisfy their needs, without much input and only a few clues.

There are two ways to do this: one is to know and understand the basic needs of all human beings (see Human Needs Chart) and the second method is to know the stages of development that children go through at different ages.

#4

Introduction to the Topic of Development

Growth and development in people takes place in five areas:

10 Minutes

1. Physical (bodily)
2. Intellectual (mentally)
3. Emotional
4. Social
5. Moral (conscience)

All people grow and change from birth onwards. Some of these changes are very obvious: we grow physically in size from a baby to an adult; we learn to walk and to talk; we lose teeth and grow a new set. However, some developmental changes are not so easy to see: how our mind grows; how we develop and change socially; our emotional development. What we do is we usually assume there has been some growth or change because of a change in behavior. We also have a general picture in our mind of what the developmental stage should be from our own experience and observing other people. For example, we usually assume that a child is ready to learn to read around the age of six years. We cannot see inside the child's mind to know what changes have occurred there to make this possible, but from the child's behavior (spelling out and sounding out words, an interest in books, knowing how to read a few simple words) and from our own observations (most children go to school at this age and learn to read, maybe we learned to read at this age too), we then know that there has been some mental growth and development.

In all the areas, mental, physical and so on, the stages of growth are orderly and sequential and cannot be skipped: children roll over, learn to sit up, pull themselves up, stand unaided for a few seconds, take one step, learn to walk, learn to walk carrying something, learn to run and so on. In the other areas too this is true - children are not born knowing how to read, knowing how to share, or even how to smile. These developments occur in sequence at specific ages in a child's life. The key to understanding and helping a child is knowing his developmental stage rather than his age in years.

However, being a parent is not an easy job, and it is hard to know exactly where a child is at developmentally. Not all children move through the developmental stages at the same pace, or start and end each one at exactly the same age. Each child in the family may be different as far as how they grow developmentally. There are times when a child seems to grow very rapidly in one area, and then just as you have got used to that, the child slows down and plateaus for awhile.

Each child is unique in his growth patterns in all the areas mentioned - emotional, social and so on. However, there are certain characteristics that occur at each age that we designate as the typical developmental level of that age.

Our goal is to become as knowledgeable as possible about the developmental stages of childhood by observing our own and other peoples' children, by looking at films of children at different ages, by discussion, and by using developmental charts.

#5
Film Viewing**

25 Minutes

> Teacher's Note: Direct the class so that they can view the film(s).
>
> Explain in a few sentences about the film: its title, the ages of children in the film, how long the film is.

We are now going to look at a film showing the developmental characteristics of children. Afterwards we will go straight into our break. (Please take time to look at the charts and posters on development that are displayed.)

**See Resource List in Appendix for films.

> Teacher's Note: Feel free to use other developmental films than the ones listed if they are appropriate. If it is difficult to obtain or show a film, you can substitute in #5 and hand out the appropriate developmental charts, go through them with the class, and discuss each age and stage.

10 Minutes

Break Break Break Break Break

Teacher's Note: During break and class time, posters of developmental stages could be displayed. Or just pictures of children of different ages, with a comment put on each one, e.g. "two-year-olds love to play with water," "three- and four-year-olds like to play at dressing up," "seven-year-olds are physically active and enjoy sports".

#6

10 Minutes Large Group Discussion on Films

Teacher's Note: Write on the chalkboard five headings: Infancy, Toddlerhood, Preschool Age, Early School Age, Adolescence.

I would like each person in turn to tell the class one characteristic of the age of the children seen in the film. I will start with infancy and work upwards. I will write each one under the appropriate heading as we go along.

Teacher's Note: If more than one idea is given, use both. If you have time you can go round the group 2 or 3 times. If the characteristic given by the parent is incorrect for that age group, tactfully suggest where it might fit better, or ask the whole class what they think.

#7

Summary of Development

5 Minutes From the films (developmental charts) we have just seen and from our own observations we know that each age has certain characteristic behavior. It is also true that each stage of development has a certain critical task to learn which leads towards adulthood. These tasks are:

Teacher's Note: Write the underlined part of the following on the chalkboard as you go through the list.

The Infant: Trust - developing a sense of security

The Toddler: Independence - successfully becoming more independent

Early Childhood: Initiative - successfully becoming a self-starter

Middle Childhood: Industry - successfully becoming a hard worker

Adolescence: Identity - developing a sense of self

The infant is totally helpless and is forced to trust others. Someone else is required to meet all the very basic needs of food, warmth and shelter. If these needs are met in a regular consistent way, a good sense of trust will build up that will last all the child's life.

The toddler is becoming less dependent upon other people and is able to show some independence. Parents need to value individuality and independence, yet shelter the toddler from danger and too much frustration, while allowing new things.

Early childhood is a time of testing skills. The child begins to take some personal responsibility. Skills are constantly tested against those of other children. Feeling good about these efforts, the child will then go ahead in life willing to try new and difficult tasks.

Middle childhood is the time when peers, children of the same age, become most important. A child of this age needs friends for self-esteem. Other adults, e.g. teachers, become as important as family to him. Games are important too and are really a practice for adulthood.

Adolescence is a time for trying out different types and styles of behavior. They have to do this to find out who they are and where they are going. This is a time for finding out preferences and tastes, and to have confidence in their choice.

#8

Small Group Activity (Developmental Questionnaire A)

15 Minutes

> Teacher's Note: The class is divided into 2 or 3 small groups (the parents should have children of mixed ages). Designate a leader and a recorder. The recorder is given the handout Developmental Questionnaire A and reads each statement in turn. The group decides whether that behavior is appropriate to the age group under which it is labeled and then the teacher marks it YES or NO. When the class is finished with this, they return to their seats. Recorders keep the sheets.

Did anyone mark any of the behaviors with a "no"?

> Teacher's Note: If they did, ask the recorder to say which ones and explain why the behavior is appropriate for that developmental stage.

All of the answers should have been marked with a "yes". Of course, some of the behaviors overlap into other stages. It is not possible to draw a hard line between each stage, but generally each behavior is typical of the age under which it was listed.

> Teacher's Note: The following activity is optional; only do this if you have enough time. You can omit it, and offer it as a homework activity, or you can substitute going over the developmental charts with the class.

#9

Individual Activity (Developmental Questionnaire B)

10 Minutes I am going to give each of of you a developmental questionnaire.

> Teacher's Note: Give each person Developmental Questionnaire B - read directions.

Please fill in the answers next to each question. When you have finished, hand the sheet to me.

> Teacher's Note: Checking the learning. When you check through the handout after class, if you find the person is still unclear about developmental ages and stages, some individual help may be necessary plus some extra reading material on the behavior of children at different ages.

#10
Summary

5 Minutes What we have covered in this class is that one part of the parenting job is to understand and meet the needs of our children. To do this well, we have to also know and understand how the child develops in all areas. This is not so easy as it sounds, as children develop at different rates and quite often two children in the same family will vary in their rate of development. However, generally speaking, there are certain definite characteristics that are typical of each stage and these are what we have spent some time in identifying today. Please read carefully the handouts I will give you on development for different ages and relate the information to your own children. Any questions?

#11
Topic For Next Week

Next week the topic for the class will be "Anger." We will talk about alternatives to anger, controlling anger, construtively managing anger, and using anger constructively.

#12
Homework Activity

> Teacher's Note: Give out the following handouts:
>
> Toys and Activities for Children
> Checklist of Poisons
> Developmental Handouts

Your homework activity this week is to read and fill out the "Toys and Activity Ideas for Children" handout and bring it back next week and hand it in to the instructor. Please put your name on the top of the sheet. If you have any questions, please ask them at your home visit session. Secondly, please read carefully the "Checklist of Poisons" handout and check your home for safety. Put the poison control telephone number near your phone (see upper right hand part of the sheet). Your home visit person will go over this with you. Thirdly, once again, do read through the developmental handouts carefully.

#13

Closing Activity:

10 Minutes Close your eyes. Think about one of your children. What can he (or she) do now that he (or she) could not do six months ago? Can you think of more than one thing? Think about physical attainments as well as intellectual and social. Do not forget to praise your child for moving on and learning and growing. Are you helping this child move onto the next stage of growth and development? Do you know what comes next? If not, read your handouts carefully and start to pave the way for the next step. Give your child, of whatever age, lots of praise and encouragement. Remember, the child needs to feel worthwhile and loved just as we all do.

#14

Evaluation

Please fill out an evaluation form. Your comments are very useful in meeting your needs. Thank you.

Appendix

1. Bibliography
2. Handouts for class use
    a. Human Needs Chart
    b. Developmental Questionnaire A
    c. Developmental Questionnaire B
    d. Evaluation
3. Homework Activity:
    a. Developmental Ages and Stages From Infancy to Adolescence
    b. Toys and Activity Ideas for Children
    c. Checklist on Poisons (optional)
5. Home Lesson Plan
    a. Home Visit Information Sheet
6. Resources

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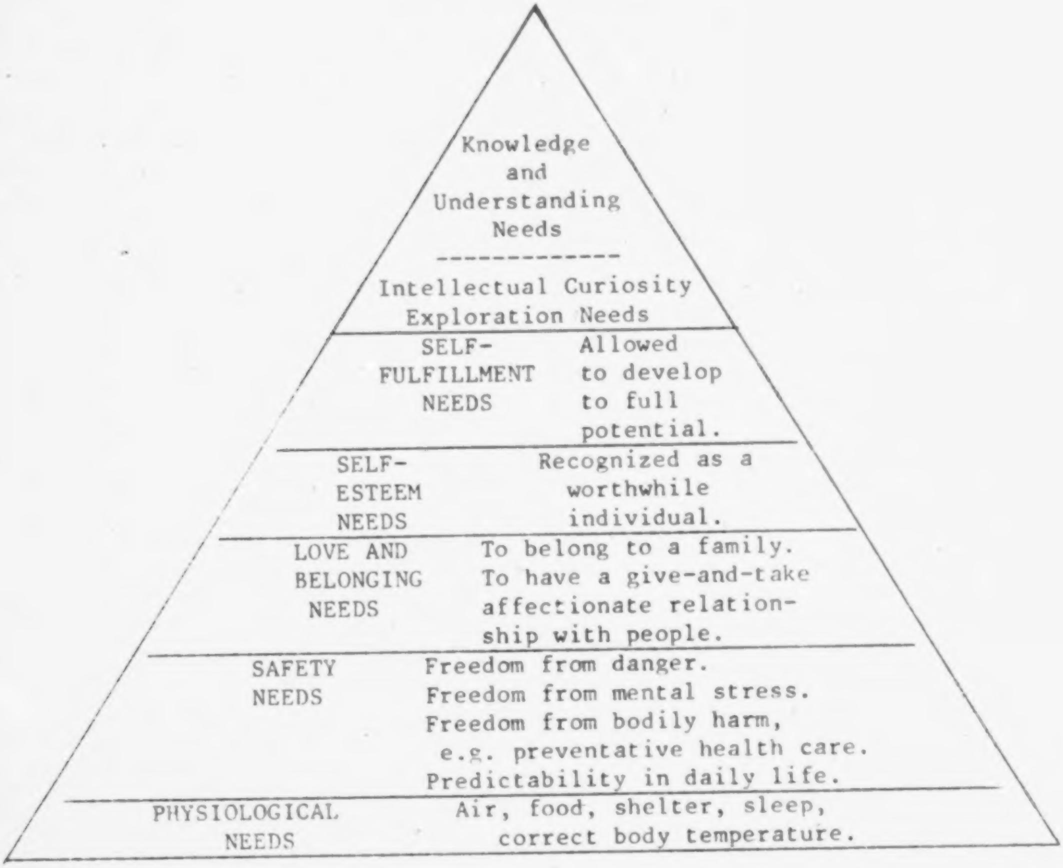
Human Needs Chart


Knowledge and Understanding Needs

Intellectual Curiosity Exploration Needs
SELF-FULFILLMENT NEEDS
Allowed to develop to full potential.
SELF-ESTEEM NEEDS
Recognized as a worthwhile individual.
LOVE AND BELONGING NEEDS
To belong to a family. To have a give-and-take affectionate relationship with people.
SAFETY NEEDS
Freedom from danger.
Freedom from mental stress.
Freedom from bodily harm, e.g. preventative health care.
Predictability in daily life.
PHYSIOLOGICAL NEEDS
Air, food, shelter, sleep, correct body temperature.

Developmental Questionnaire A

The Infant

______ Child places objects in his mouth
______ Child cries when he is hungry
______ Child responds to attention with smiles
______ Child cries to get all of his needs met
______ Needs parents' love

The Toddler

______ Throws tantrums when told not to do something
______ Makes some decisions
______ Still wets the bed at night
______ Needs help to get dressed
______ Needs parents' love and attention

The Preschooler

______ Loves make-believe
______ Asks "how" questions
______ Begins to develop responsibility for himself
______ Recognizes own printed name
______ Needs parents' love and approval

The School Age Child

______ Needs friends the same age
______ Interested in learning new things
______ Enjoys physical games
______ Has strong feelings about right and wrong
______ Needs parents' love and understanding

The Adolescent

______ Tries out different roles
______ Very productive or very lazy
______ Has very close friendships
______ Often wants to be by himself and left alone
______ Sometimes feels very lonely

Developmental Questionnaire B

Name________________________________

Write next to the statement whether the behavior is typical of an Infant (I), a Toddler (T), a Preschooler (P), a School Age Child (SA), or an Adolescent (A).

. Enjoys physical games ________
. Still wets the bed at night ________
. Needs parents' love ________
. Very productive or very lazy ________
. Recognizes own printed name ________
. Child cries when he is hungry ________
. Child asks "how" questions ________
. Sometimes feels very lonely ________
. Tries out different roles ________
. Child responds to attention with smiles ________
. Interested in learning new things ________
. Child cries to get all of his needs met ________
. Needs help to get dressed ________
. Loves make-believe ________
. Has very close friendships ________
. Needs friends the same age ________
. Child places objects in his mouth ________
. Has strong feelings about right and wrong ________
. Throws tantrums when told not to do something ________
. Begins to develop responsibility for himself ________
. Often wants to be by himself and left alone ________
. Makes some decisions ________

Evaluation

For me, this week's session was (please check one):

Excellent _____
Very good _____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me: ________
____
____
____
____
____

I found these things were NOT useful or new to me: ____________________
____
____
____
____
____

I would like to suggest the following: ____________________________
____
____
____
____
____

Thank you

Developmental Chart For Infants, 1-12 Months

	Emotional	Mental	Physical
Birth to 1 Month	Sucks, cries and sleeps--startled by loud noises or abrupt handling--likes to be handled gently but firmly--wants to be warm--looks at adult faces.	Receives information about his world through his senses; vision, sound, taste, smell and touch.	Eats frequently, sleeps fitfully for long periods. Reflex responses: sucking, swallowing, opening and closing of eyes, cries, coughs, vomits, makes searching movements for breast or bottle, finger grasping, loss of support results in bringing arms together, turns face toward or away from object, extends body if foot scraped. Makes many undirected body movements.
2 Months	Becomes adjusted to fairly regular routine--cries distinguishable for hunger and discomfort.	Looks at objects and follows them with eyes--begins to take in more of the world for longer periods of time through senses.	Responds to human face with a smile--sheds tears--legs generally in flex position and with more increased activity--still eats at frequent intervals but is awake for longer periods of time and sleeps more soundly--raises head slightly.
3 Months	Enjoys human contact, mild roughhousing--responds to contact with smiles and cooing--interest is centered on parents, particularly mother.	Follows objects by moving head--an object not visible does not exist--attracted by bright colors.	Gurgles and coos--supports head when in prone position--can turn from side to side--when on stomach can lift head and chest--makes clutching or scratching movements with arms and thrashing movements with legs.
4 months	Recognizes mother--occasionally laughs or chuckles when involved in play--enjoys a view of surroundings and now responds to voices by searching them out.	Eyes and body movements become more coordinated--enjoys repeating an act a number of times without any specific purpose.	Plays with hands and reaches for feet--rolls from stomach to back--can sit propped up for brief periods.

Developmental Chart For Infants, 1-12 Months (cont.)

	Emotional	Mental	Physical
5 Months	Can play contentedly alone for brief periods--smiles at familiar faces--holds up arms to family members in anticipation of being picked up.	Deliberately repeats acts which produce an interesting effect--is more adept at focusing on brightly colored moving objects--makes a variety of sounds--plays with and studies his fingers.	Picks things up but unable to intentionally drop them--can stay propped in a sitting position for longer periods--birth weight may have doubled--rolls from back to stomach--when head upright, extends legs and can assist in supporting self--sleeps through the night and can go four or five hours between meals.
6-7 Months	Is aware of familiar people in world and becomes fearful and upset with strangers--reacts to parents' moods.	Babbles to self and others who are familiar--uses motor skills to reach for specific objects.	Can sit erect for long periods--everything contacted is placed in the mouth--can grasp, hold on and let go of objects.
8-9 Months	Enjoys social games like "peek-a-boo."	Begins to link words with ideas--attempts to imitate sounds.	Pulls self into sitting position--begins to belly crawl--first teeth are evident--thumb is opposed and can now grasp accurately.
10-11 Months	Frustrated if confined for more than brief periods--enjoys adults and games such as "pat-a-cake."	Knows a few simple words--examines and pokes objects--improved speech imitation--interested in relating two objects, pushing or banging them together.	Creeps on all fours--with help can pull self to standing position--birth weight probably tripled--several teeth have come through.
12 Months	Voices resentment when objects removed from view--cooperatess in cleaning and dressing rituals.	Comprehends more words--begins problem solving, puts pegs in holes--shows preference for certain objects--objects not in view now exist--able to manipulate objects at will.	Learning to stand alone, may take a few steps, seats self on floor.

A Word Picture of One-Year-Olds

Large Muscle Skills

- Walks alone - wide stance, body forward, arms out
- Begins to run
- Pulls toy
- Pushes toy
- Climbs stairs
- Backs down stairs, feet first
- Seats self on chair
- Runs 50 feet without falling
- Moves four wheeled objects by straddling them
- Climbs into things

Small Muscle Skills

- Drops object
- Throws object
- Stacks 2 - 6 cubes
- Puts objects through openings
- Rotates, fits object
- Turns pages of book (several at a time)
- Hand preference developing
- Paints with whole arm movement
- Shuts doors
- Scribbles (not necessarily looking at paper)

Self-Help Skills

- Drinks from cup
- Chews food
- Uses spoon (spilling some)
- Removes garment
- Passively cooperates in dressing

Mental Development

- Investigative - touch - taste
- Time concept: Now
- Attention span 1 - 5 minutes
- Interest in picture books
- Finds familiar object in picture on request
- Colors and numbers without meaning
- Can't recognize problems
- Can't say what's wrong
- Needs own name used
- Remembers the order of routines
- Concepts of the familiar only
- Irresponsible
- At this time, understood language is remarkable
- Follows one direction involving familiar actions and objects
    - give me (toy)
    - show me (body parts)
    - got a (familiar object)
- Wide vocabulary, range 3 - 200 words
- Repeats words, phrases over and over
- Difficulty in pronouncing
- Interested in seeing his/her world from every angle

Social and Emotional Development

- Watches others
- Dependent on routines
- Complete dependence on adults
- Can't share
- Self-centered 'me' 'mine'
- Listens to music
- Dance to a rhythm (not in time)
- Feelings very breakable, not sure of themselves yet
- Imitates housework

A Word Picture of One-Year-Olds (cont.)

Social and Emotional Development (cont.)

People are inanimate objects
Easily frustrated
Easily distracted
Slow to move (adults should slow their tempo)
First display of anger and aggression: usually results when a desired goal is blocked
Atmosphere of affection and applause fortify a sense of self-worth
Early stage of asserting his independence

A Word Picture of Two-Year-Olds

The Toddler

Social-Emotional Development

- Self-centered: "me", "mine"
- Can't share
- Solitary
- Gives up readily
- Clings to the familiar
- People are as inanimate objects
- Watches others
- Dependent on routines
- Contracts by pushing and shoving (pre-verbal)
- Slow-geared (adults should slow their tempo)
- Easily distracted
- Easily frustrated
- Complete dependence on adults

Mental Development

- Investigative: touch, taste
- Accumulative
- One thing at a time
- Can't recognize problems
- Remembers the order of routines
- Time concept: "now"
- Attention span: 1-5 minutes
- Colors, numbers, without meaning
- No special concepts
- Irresponsible
- Concepts of the familiar only
- Needs own name used
- One or two word sentences
- Can't say what is wrong
- Matches words with objects
- Repeats words, phrases, over and over
- Difficulty in pronouncing
- "Mine" - most prominent pronoun
- May stutter
- Wide vocabulary range: 5-200 words

Motor Development

- Whole-body action
- Sensory
- Marks time in stair climbing
- Climbs into things
- Pushes, pulls, pokes
- Lugs, tumbles, topples
- Hand preference developing
- Awkward with small objects
- Rotates, fits objects
- Unsteady
- Wide stance, body forward, arms out
- Dependent on adult for dressing
- Can help undress

A Word Picture of Three-Year-Olds

The Three-Year-Old

Social-Emotional Development

- Highly imitative of adults
- Playmate conscious
- Plays "animal"
- Beginning parallel play
- Beginning to share and take turns
- Enjoys contacts, especially adults
- Wants to please adults, to conform
- Spontaneous
- Goes after what he wants, fights for it
- Jealous
- Asserts independence often
- Exhuberant - very talkative
- Lively humor (mixed identities, incongruities)
- Avid "me-tooer"
- Surprise - conscious
- Often gets stymied, frustrated

Mental Development

- "Here and now" age
- Makes simple choices
- Alert, excited, curious
- "Why" constantly
- Number concepts: "one" and "two"
- Understands: "it's time to--"
- Attention span: 4-8 minutes
- Better understanding of "biggest"
- Names and matches simple colors
- Difficulty in combining two activities (eat and talk)
- May see vague cause-effect relationships
- Lively imagination
- Very talkative regardless of listener
- Moves and talks at the same time
- Puts words into action
- Tries new words
- Talks about non-present situations
- Vocabulary: 800-900 words
- Understands two directions in sequence
- Letter substitutions: w for r, etc.
- Increase in pronouns and prepositions
- "Is that all right?" favorite phrase

Motor Development

- Well-balanced body lines
- Walks erect
- Activity with drive and purpose
- Nimble on feet
- Can carry liquids
- Gallops in high, wide steps; enjoys rhythm
- Rides a tricycle
- Alternates feet in stair climbing
- Puts on, takes off wraps with some help
- Some finger control in handling small objects

A Word Picture of the Four-Year Old

The Four-Year-Old

Social-Emotional Development

- Dominates--bossy, boastful
- Hits, grabs for what he wants
- Loyalties shift frequently
- Cooperative play (with 2 or 3)
- Assertive
- A show-off, cocky, noisy
- Loves to tease, to outwit
- Terrific humor, nonsense-loving, silly
- Alibies frequently
- Covers up unsureness with swagger and bravado
- Explosive, destructive
- Easily over-stimulated, excitable, goes "out of bounds"
- Impatient and intolerable in large group
- Insists on what he wants

Mental Development

- Idea-man
- Likes variety of materials
- Accepts change with preparation
- A fabricator--confuses fact and fancy
- Concepts of life and death
- Discovers form while using materials
- Produces recognizable forms--constructive
- Slap-dash experimentation
- Dynamic intellectual drive
- Begins to generalize (often faulty)
- Understands simple reasons for things
- Age-conscious and birthday conscious
- Recognizes today and tomorrow
- Can do two things at once
- Has concept of "three"--but names more
- Judges which of two is bigger
- Dramatic in play--uses simple props
- Attention span: 8-12 minutes
- Greets people with "hey" or "you know what?"
- Calls people names
- Argumentative
- Uses bathroom words, swears
- Able to talk, to solve conflicts
- Comments, criticizes, compares
- Vocabulary about 1500 words
- Tells tall tales

Motor Development

- A longer, leaner body-build
- Vigorous, dynamic
- A workman -- builds, drives, pilots
- Dresses self except for back buttons and bow ties
- Can't set limits--active until exhausted

The Four-Year-Old (cont.)

Motor Development (cont.)

- Accurate, but rash in body movements
- Throws large ball, kicks with some accuracy
- Sureness and control in finger-hand activities
- Can jump about own height, land upright
- Acrobatic

A Word Picture of the Five-Year-Old

The Five-Year-Old

Social-Emotional Development

Becoming poised, self-confident
Copies adult behavior--acts grown-up
Aware of rules, defines them for others
Plays in groups of two to five children
Enjoys group play, circle games
Less combative, more controllable
Conscious of sex difference of playmates, sex play
Sensitive to ridicule
Harbors wounded feelings
Likes companionship with adults
Persistent, patterned
Has to be right
Talks about home, possessions--reveals family secrets
A visiting age--sociable
Accepts and respects authority, will ask permission
Growing competitiveness
May get high, wide, wild
Silly, giggling
Enjoys pointless riddles and jokes

Mental Development

Curious about everything
Seeks information on "how," "why," (post office, etc.)
Ready for short trips into community
Knows name and address
Talks to clear ideas
Self-centered in thinking
Likes to display new knowledge
Uses big words
Vocabulary about 2,200
Likes to be busy making "something"
Likes to be busy making "something" - industrious
Makes a plan before starting a project
Attention span: 12-28 minutes
Can carry over play interest for more than one day
Defines familiar objects in terms of their use (broom - "sweep")
Dramatizes house play on a realistic level
Enjoys making up songs, dictating own stories
Counts ten objects
Assertive in use of language. "I already know that."

Motor Development

Enjoys activities requiring hand skills
Draws a recognizable man
Learning how to tie a bow
Skill and accuracy with simple tools
Able to skip on both feet
Culmination of most basic coordination
Surging physical drives
Likes dancing--rhythmic, graceful
Sometimes roughhouses, fights

The Five-Year-Old (cont.)

Motor Development (cont.)

Can sit still for brief periods
Enjoys jumping, running, stunting
Adult-like posture in throwing and catching a ball

Developmental Characteristics

The Six-Year-Old

PHYSICAL

1. Very active; in almost constant motion.
2. Activity is sometimes clumsy as he overdoes and falls in a tumble.
3. Body is in active balance as he swings, plays active games with singing or skips to music.
4. Large blocks and furniture are pushed and pulled around as he makes houses, climbs on and in them.
5. Balls are bounced and tossed and sometimes successfully caught.
6. he tries skates, running broad jump, and stunts on bars.
7. Some boys spend much time digging.
8. Can dress self without help, even to tying shoe laces, but is inclined to dawdle.

SOCIAL

1. Much group play, especially in imaginative play of house and store.
2. Little organization to group play, though he can choose sides and may accept direction of a domineering older child or teacher.
3. Little convern for welfare of group; interest still primarily self expressive.
4. Very little solitary play.
5. Considerable time spent in play with constant friend.
6. As at five, may goup for games ignoring sex lines.
7. Parties greatly in favor, but behavior is unlikely to be decorous.
8. Teacher's opinions and ideas very important.
9. Rapid alternation between "good" and "bad" behavior.

INTELLECTUAL GROWTH

1. Delights in imaginative dramatic play; may carry on long conversations with imaginary person after going to bed.
2. Knows comparative value of the common coins.
3. Knows own address, parents' names, how to cross street.
4. Name calling, vulgar talk common.
5. Belief in Santa Claus may be fading.
6. Knows number combinations making up to 10.
7. The beginning steps in learning to read greatly delight the child.
8. Loves to be busy but will avoid things he cannot do.
9. Can be given a choice of many things to do but may need suggestions from teacher or parent to make his decision. Then may choose opposite.
10. Tries to conform to please teacher and himself.

The Six-Year-Old (cont.)

EMOTIONAL

1. Tears and tantrums. Tantrums involve loud crying. Some whining and fussing but more outright crying.
2. Brave about real injuries to themselves but cry at small hurts.
3. Extremely aggressive, both physically and verbally.
4. Calls names, threatens.
5. Contradicts, argues, resists: "I won't" and "Try and make me."
6. May exhibit cruelty toward animals, insects, children.
7. Destructive with objects.

FEARS-DREAMS

1. Marked increase in fears, may stem from one experience.
2. Fear of supernatural; thosts and witches.
3. Large wild animals and large dogs, woods and tiny insects, and the elements.
4. Fears that mother may die, or that something will happen to her.
5. Dreams are funny or ghostly; nice or bad, few nightmares.
6. Can usually go to mother's bed if disturbed, and also usually able to tell what dream was about.

COMMENT

The six-year-old usually responds slowly or negatively to demand, but in time may carry out as thouggh it were his own idea. An indirect approach is usually more effective: counting, magic words, a surprise. They need extra chances. Loves praise and wants approval. They will resist punishment physically and verbally. Punishment does not improve behavior. Reinforcement of good behavior particularly effective of the age.

Developmental Characteristics

The Seven-Year-Old

PHYSICAL

1. Shows more caution in many motor activities.
2. Activity is variable and he is sometimes very active and at other times inactive.
3. Less impulsive and boisterous in actions than at six.
4. Jumping rope, hop-scotch, jacks, popular with girls.
5. Boys beginning to be interested in learning to bat and pitch.

SOCIAL

1. Play in pairs, but also much group play.
2. Beginning of real cooperation in group play.
3. Child begins to worry about his place in the group, afraid he will not hold his own.
4. Competition in school, at play, begins to be present.
5. Recognition of property rights sketchy.
6. Demands of the environment make learning to use money desirable.
7. Awareness of differences between his home and those of others increasing.

INTELLECTUAL GROWTH

1. Child's ability to make things is not up to his ideas of what he would like to do.
2. Can count by 1's, 2's, 5's and 10's.
3. Can grasp basic ideas of addition and subtraction.
4. Can tell time; sometimes knows what month it is.
5. Ability to run errands, make purchases, take responsibility generally on the increase from now on.
6. Often argues about what he is expected to do.
7. Work quietly and with absorption for periods; noisy and explosive during transitions.

EMOTIONAL

1. Less crying than an six. Becomes moody and sulky.
2. If cries, sobs broken-heartedly, but can pull himself together.
3. Sensitive about crying and ashamed to be seen crying.
4. Moods variable; sweet and good, then cross and tearful.
5. Less aggressive behavior. Few tantrums and less resistance to mother's commands.
6. May be considerable fighting with siblings.
7. If angry, may leave room or playground.
8. May threaten, kick or throw stones.

The Seven-Year-Old (cont.)

FEARS AND DREAMS

1. Worries about not being liked by parents, teacher, playmates.
2. Fear of new situations; starting second grade, new school work.
3. Worries about being late for school, or of not finishing school work.
4. Fears now stimulated by reading, radio, television, movies.
5. Less dreaming; fewer unpleasant dreams; may be last nightmare age.
6. Dreams mostly of himself; he is central figure.

COMMENT

The seven-year-old often does not hear directions, often does not respond promptly, may forget easily. He is suggestible and sensitive, cares what people think of him. Many respond well to praise though it is less necessary than at some ages. He may be embarrassed by praise. If he is criticized or if feelings are hurt, he may cry.

Developmental Characteristics

The Eight-Year-Old

PHYSICAL

1. Growing interest in games requiring coordination of small muscles (hitting moving target, shooting marble, catching with one hand, etc.)
2. Ability to write progressing, but fine muscle work is still difficult and taxing.
3. Can swim well if had the opportunity to learn.
4. Can bicycle and roller skate expertly.
5. Bathes self, but sketchily.
6. Very dramatic activities with characteristic and descriptive gestures.
7. Bodily movement is more rhymical and graceful.

SOCIAL

1. Evidence of modesty may be increasing, due probably to social pressures.
2. Group projects become absorbing, but child is not yet entirely capable of team play.
3. Property rights of others respected if training has been sound.
4. Manners often better away from home than at home.
5. Is becoming more selective in choice of friends.
6. Enjoys group activity. Accepts fact that his role in group is to some extent determined by his abilities and limitations.
7. Real cooperative play and carrying out of simple projects.
8. Not ready for complex rules, but can accept very simple ones, directions.
9. Prefer play with same sex.

INTELLECTUAL

1. Begins to be interested in what happened in the distant past.
2. Fairy tales are great favorites with boys and girls.
3. Can tell day of month and year.
4. Can make change for small amounts.
5. Begins to read the funnies.
6. Sense of humor marked.
7. Experience has opened the door to interest in the world at large.
8. Far off places, way of communication now have real meaning.
9. Eager to verbalize and respond in class.
10. Tackles work with speed, likes to be timed.
11. Likes and seeks praise both from teacher and from neighbor, "My drawing isn't good, is it?"

The Eight-Year-Old (cont.)

EMOTIONAL

1. Less crying, but sensitive, feelings hurt, and tears well up.
2. Feelings earily hurt by careless remarks or by criticism.
3. Less temper and less moodiness.
4. Dramatization of own emotions.
5. Contacts environment curiously rather than aggressively.
6. Aggression seldom physical, chiefly verbal. Argues, alibis, calls names or makes disagreeable remarks.

FEAR AND DREAMS

1. Fewer fears, less worrying.
2. Less fear of elements and fewer visual and auditory fears.
3. May enjoy frightening others with "boo" or by telling frightening tales.
4. Very little dreaming reported, varies from child to child, but chiefly pleasant dreams about experiences, possessions, playmates.

COMMENT

The eight-year-old usually delays in carrying out a request, may argue and find excuses but finally obeys. Demands to be treated as an adult. Likes to work for an immediate reward, not just to help. Loves priase and to be reminded of his improvement. May burst into tears if blamed or criticized, or may say "who cares." Mere words or a look may suffice to help him to control his behavior. Very often cannot tolerate slightest correction. Fells guilty if he does wrong.

Developmental Characteristics

The Nine-Year-Old

PHYSICAL

1. Works and plays hard. Apt to do one thing until exhausted.
2. Children at this age need lots of rest and sleep.
3. Interest in own strength and in lifting things.
4. Frequently assumes awkward postures.
5. Great interest in team games and in learning to perform skill fully.
6. Can care for own physical needs like baths, hair combing, etc.

SOCIAL

1. Sex differences in play interests begin to be marked.
2. Antagonism between sexes noticeable for next several years; longer for boys than girls.
3. More different kinds of play engaged in than ever again.
4. Gang and club enthusiasm noticeable, with hostility toward other groups.
5. Some of spontaneity of relations with adults may be giving place to reticence, even to hostility, shown by having secrets.
6. Gets on well with playmates in spite of some quarrelling and disagreement. Interested less in relationship with friend and more in what they do together.
7. Real cooperative activity.

INTELLECTUAL

1. Can grasp easier multiplication and division facts.
2. Differences in boys and girls reading interests begin to be noticeable.
3. Interest in fantasy and make-believe on the decline.
4. Interest in how things are made, produced, etc. is increasing.
5. If interest in a special field (science, nature, or mechanics) has developed this may begin to crowd out some other play activities.
6. Competitive in work and in play,and is afraid of failure.
7. Wants to work independently of teacher.
8. Has better critical evaluation of how he can do things best.

EMOTIONAL

1. Cries only when emotions are over-taxed. May then cry if angry, overtired, feelings hurt, or if wrongly accused. Complains, "it's not fair."
2. Fighting common with boys, but may be in the nature of play.

The Nine-Year-Old (cont.)

3. Aggression chiefly verbal. Objects to what people say and do, criticizes.
4. Verbally expresses indifference to adult commands or adult standards.

FEARS AND DREAMS

1. Fes fears, very variable from child to child.
2. Worry mostly about school failure, trouble at home, own mistakes, etc.
3. Enjoy frightening each other.
4. Many have scary drems of being hurt, or family being harmed.
5. Motion drams, whirling, swimming, flying.
6. Daily experiences and personal worries.
7. Some like to dream, especially in early morning, and may want to go back to sleep to finish a dream. Like to tell dreams.

COMMENT

The nine-year-old is able to interrupt own activity in response to a demand from adult. Needs to be given detailed directions and to be reminded. Much less arguing back than earlier. May prefer reasonable appraisal of his work rather than praise, though nearly all welcome praise. Deprivation of some desired object or activity usually suffices as punishment. Takes criticism better than formerly, but it still needs to be carefully phrased. Group standards may be more important in determining behavior than parental standards.

Developmental Characteristics

The Ten-Year-Old

Ten is relaxed, casual, yet alert.
Takes things in his stride.
Able to budget time and energy.
Good age for planting values.
Has a critical sense of justice on the whole.
Individual differences give a picture of the person they are to become.
Talents declare themselves.
Capable of loyalties, hero worship and inspiring others.
Capacity for leadership.
Likes secrets, mysteries, conspiracy and magic.
Not much companionship between boys and girls.
Sex differences are pronounced: girls have more poise, show an interest in marriage and family; have close friends, gossip and have secrets. Boys show friendship by wrestling, shoving and punching.
Often critical of self and others.

Developmental Characteristics

The Eleven-Year-Old

Eleven marks the beginning of adolescence.
Self-assertive, curious, sociable, restive, investigative, and talkative.
Likes to be in motion and on the go.
Increasingly hungry. Vast appetite for foods and experiences.
Inquisitive about adults, may mimic them.
Does not like to be alone.
Explores interpersonal relationships with parent and peers.
Loves to argue.
Can be "well-balanced" away from home.
Emotional life has peaks of intensity: flies into a rage at short notice; subject to bursts of laughter. Has good and bad days. Exhuberent and negative.
Eleven's body is in a state of change - fatigues easily.
Strong feelings of attachment and loyalty.
Likes to be in the thick of things, congenial and communicative.
Can cause irritation and turmoil at home: quarrels with siblings; rebellious towards parents; resistance to imposed tasks.
Begins to see parents as individual people: more critical of mother.
At school: likes to meet friends, to mingle and compete with them. Keen, eager pupil with lots of curiosity. Likes to compete against other groups.
Out of school: tendency to stir-up interactions - teasing, taunting, tussling, mock hostility, then reconcilliation.
Both sexes like spending time away from home with friends.

Adolescence (12 years and on)

The typical adolescent is:

1. Self-conscious.

   The central theme of adolescence is the finding of oneself. The adolescent self-conciousness comes from having to find an identify within himself rather than as a member of a group, e.g., a family, a peer group.

2. In conflict with the family.

   The goal of adolescence is to be able to function as an independent human. Occasionally this may result in conflict within the family. Parents need to provide limits to provide the adolescent with stability and security.

3. Strongly attached to the peer group.

   This moves from the same sex peer group to the opposite sex peer group later in adolescence. However, they still need the approval and recognition of the group to know where they stand.

4. Seeking conformity and popularity.

   Rigid conformity is the rule. Adolescents will go to great lengths to win approval from their peers and be popular.

5. Preoccupied with bodily changes.

   Adolescents judge themselves very harshly with regards to their physical attractiveness. The adolescent's body is their "face" to the world and is enormously important.

Adolescence (cont.)

6. Trying to create a personality.

   In doing so, the adolescent tries lots of different styles of dress, behavior, manners, etc, copying others until feeling happy with the "real one."

7. Trying to deal with strong sexual feelings.

   It is a confusing time for adolescents to cope with all society's rules and morals regarding sex. Often they feel ignorant and fearful of making an embarrassing slip.

8. Idealistic.

   The adolescents' search for personal identity and place in society makes them often very idealistic. "You don't understand me" is a common cry at this age.

Home Activity Sheet

Toys and Activity Ideas for Children

Parent's Name____________________

Date__________________________

If you could buy anything at all from a toy store, what would you buy for each child and why?

1. Toy______________________________
   Age of child: Boy______ Girl_____
   Why____

2. Toy______________________________
   Age of child: Boy______ Girl_____
   Why____

3. Toy______________________________
   Age of child: Boy______ Girl_____
   Why____

What activity, outing or game would you choose to do with your child and why?

1. Activity and why______________________________________
   ____
   ____
   Age of child_______________________

2. Activity and why______________________________________
   ____
   ____
   Age of child_______________________

3. Activity and why______________________________________
   ____
   ____
   Age of child_______________________

Checklist on Poisons

How safe is your home? By completing the checklist on your home and making sure that poisonous substances are stored in a safe place, your home will be one of very few safe homes. You are urged not to lay this checklist aside--check at once and take immediate steps to correct any irregularities. It may be the means of preventing a tragedy in your home.

BATHROOM

1. Are old medicines destroyed? YES NO
2. Are all medicines out of reach of children? YES NO
3. Are powerful medications locked up? YES NO
4. Are bathroom disinfectants kept out of reach of children? YES NO
5. Are poisons, as such, kept separate from medications? YES NO

KITCHEN AND UTILITY ROOM

1. Are detergents under the sink where children can get them? YES NO
2. Are oven cleaners and copper polish compounds kept in a safe place? YES NO
3. Are floor waxes and furniture polish kept in a safe place? YES NO
4. Are bleaches and disinfectants out of children's reach? YES NO

GARAGE AND SHOP

1. Are paints and solvents kept in a safe place? YES NO
2. Are safeguards kept on gasoline, kerosene, fuel oil? YES NO
3. Are insecticides, plant sprays, and plant foods kept out of children's reach? YES NO

Listed below are substances which have been ingested by children. Check this list. How many of these items do you have in your home? Are they kept in a place that will meet all safety requirements, especially of child safety?

1. Aspirin
2. Ant paste
3. Plastic solvent
4. Detergent
5. Purex
6. Mouse seed (strychnine)
7. Fuel oil
8. Kerosene
9. Paint thinner
10. Warfarin (rat killer)
11. Cologne
12. Cigarettes (nicotine)
13. Children's flavored aspirins
14. Weed killer
15. Iodine
16. Reducing medicines
17. Heart medicines
18. Gasoline
19. Glass fragments
20. Toadstools
21. Furniture polish
22. Stove oil
23. Sleeping pills
24. Carbon tetrachloride (cleaning fluid)
25. Thyroid tablets

Cut out and tape to your telephone ———>

CHILDREN'S ORTHOPEDIC HOSPITAL
POISON CONTROL CENTER 526-2121

Home Lesson Plan

1. Review the class session on Needs and Development. If the parent has missed the class, briefly go over the class material and give the parent the class handouts. Make sure the handouts are appropriate for the ages of the children in the home.

2. Be familiar with the class homework activity. Ask the parent about the assignment (Toys and Activity Ideas for Children) and talk about what ideas the parent(s) have had so far.

3. Go over the "Checklist of Poisons" handout verbally, making sure the parent understands it. Remind parents on other areas of home safety: crib safety for infants, stair safety for toddlers, bike safety for school-age children, etc.

4. Ask the parent if she has looked at the developmental charts appropriate to the ages of her children. Go over them with her asking what the child can do. Answer any questions about development and recommend any books on specific ages and stages if the parent seems interested.

5. Check whether the parent has had the child(ren) to the doctor for routine physical check-ups and immunizations.

HOME VISIT INFORMATION SHEET

Visitor's name____________________
Date____________________
Day and time____________________

Family name____________________
How many people present____________________
Ages of children present____________________

Activities____________________

Materials used____________________

Handouts____________________

Requests made for further information____________________

Summary of visit____________________

Suggestions for next visit____________________

Film Resource List

Personality: Early Childhood

16mm 20 min. Color #107127-X

A discussion of the four major aspects of preschool personality: dependency, indentification, aggression and anxiety.

Personality: Middle Childhood

16mm 19 min. Color #107132-6

Personaltity development between the ages of six and twelve and factors affecting it such as peer group activity and family environments.

Personality: Adolescence

16mm 21 min. Color #107135-0

Common themes of personality development during adolescence are illustrated.

To place a preview, rental or purchase order, write or telephone:

CRM/McGraw-Hill Films
110 Fifteenth Street
Del Mar, CA 92014
(714) 453-5000

ANGER

Class Objectives

1. To analyze and evaluate the expression of anger.
2. To recognize anger as a secondary emotion.
3. To recognize hidden anger.
4. To learn the steps to constuctive anger.
5. To practice expressing constructive anger.
6. To learn how to receive anger from others.

Outline of Class

1. Pre-Class Preparation and Materials
2. Beginning Activity
3. Anger Inventory and Discussion
4. Anger Is Not the First Thing You Feel
5. Hidden Disguised Anger

Break

6. The Constructive Use of Anger - How To Do It
7. Exercise: Expressing Constructive Anger
8. Experiencing Someone Being Angry at You
9. Exercise: Experiencing Someone's Anger
10. Summary
11. Topic for Next Week
12. Homework Activity
13. Closing Activity
14. Evaluation
15. Appendix
16. Home Lesson Plan

ANGER

#1
Pre-class Preparation and Materials

- Name tags (first name only)
- Blackboard and chalk (or a large sheet of paper and felt pen)
- Sharpened pencils
- Duplicate enough copies for all class members of:
  1. Anger Inventory
  2. Constructive Anger
  3. Anger Chart
  4. Affirmations On Anger
  5. Evaluation
  6. Home Visit Information Sheet (enough copies for each family)

#2
Beginning Activity - Relaxation

5 Minutes

Teacher's Note: Say slowly and calmly.

1. Get comfortable in your chair.
2. Place your feet flat on the floor.
3. Shake your hands and place them comfortably in your lap.
4. Close your eyes.
5. Take a deep breath and release your tensions.
6. Breathe quietly and deeply (pause 5 seconds).
7. Let your body relax, feel the tensions flow away.
8. Now, with your middle fingers, gently rub your forehead, especially between your eyebrows. Breathe deeply and quietly while you do this.
   With your fingers gently massage your temples. Let your worries and concerns drift away.
   With your middle fingers, gently massage under your eyebrows, concentrate on breathing deeply and gently.
   Cover your eyes with your hands, open your eyes gently and look into the dark. Breathe deeply.
   Be aware of how relaxed you are.
9. Now come back to class. Stretch and smile.

#3

Anger Inventory

40 Minutes Today we are going to be talking about anger and getting angry. We are going to be learning about our own and others anger and practicing how to be constructively angry. It is possible to get anger out in ways that:

1. Give some relief to us.
2. Give some insight to the other person.
3. Has no harmful side effects.

> Teacher's Note: Pass out a copy of the anger inventory to each class member. Have each person fill out the inventory. After filling out the inventory, either break the class into small discussion groups of 3-4 persons for 10 minutes so that people can share privately their responses to the inventory or discuss the inventory altogether as a large group. If you choose to use the small group discussion first, reassemble the class after 10 minutes for a large group discussion of the inventory.

The purpose of taking this inventory is to get you in touch with your anger. What kinds of things did you learn about your anger?

> Teacher's Note: Encourage group response to the anger inventory .

1. When do you get angry?
2. What makes you mad?
3. Where do you get angry?
4. With whom do you get angry?
5. How do you usually get angry?
6. What usually happens when you get angry?
7. Is your anger effective or ineffective?
8. Should you get angry?
9. What happens to people who never get angry?
10. What are some ways to get angry that are okay?
11. What are some ways to get angry that are not okay?
12. How should you get angry at a child?
13. How should you handle a child who is angry at you?
14. Would you like to learn how to express warm healthy anger?

Teacher's Note: To aid you in the discussion of the anger inventory, here are some possible "answers" to some of the questions:

8. Should you get angry?
   Yes, some situations call for an angry response. Anger is part of our human emotions. Anger need not be "bad," it all depends on how we choose to express it.
9. What happens to people who never get angry? Anger needs to be defused or released in constructive ways.
10. What are some ways to get angry that is okay? We need to be in control of our anger and not let it control us. We need to learn how to send appropriate anger constructively and forcefully so the other person knows what the problem is, how we feel about it, and what we want.
11. What are some ways to get angry that are not okay?
    Getting hysterical - it is not effective.
    Vesuvius - blowing up like a volcano.
    Stifling or smothering anger so that our anger "leaks" out in subtle sabotage, stalling or dawdling or pretending "we aren't mad."
    Tearing down another person's life or personality - character assassination.
    Using anger to control or manipulate.
12. How should you get angry at a child?
    Constructively, appropriately and only when you are in control of your anger. If you are not in control of your anger, remove yourself or the child from the room until you are both calmer. Adults have to control their anger and deal with the situation in constructive ways. The child needs to know clearly what the problem is, how you feel about it, what you want, and any consequences that may happen.
13. How should you handle a child who is angry at you?
    Listen closely. What's the child angry about? Put in your own words and state to the child what they are angry about so that the child knows you heard what they said. Acknowledge the child's feelings. "I know you are angry about . . . . ." Maintain the rules of your home. "I know you don't like it but . . . ." Try not to take childish name calling too personally. Remember little is accomplished in highly emotional situations. Wait until things are calmer to discuss the situation.

Before we learn the steps to constructive anger, there is some more information you need to have about anger.

#4

Anger Is Not the First Thing You Feel

5 Minutes According to author Dorothy Briggs who wrote the book Your Child's Self-Esteem, anger is not the first emotion you feel when you are mad. Anger is a secondary emotion - it is not what you originally felt. In order to be effective in sending healthy constructive anger, we have to tune into ourselves and identify our primary emotion. Only then can we be effective.

> Teacher's Note: Read the following examples and have the class members identify the primary emotion.

Let's take some examples to show you what I am talking about. See if you can guess the primary emotion in each case.

Exercise: Anger As a Secondary Emotion

1. Your child has just run into the street after a ball. A car is coming. You yell and get angry. Anger is the secondary emotion. The primary emotion is ______________?

   Answer: Fear

2. Your baby has just reached up and is pulling the electric cord to the coffee pot. You yell. The primary emotion is ________________?

   Answer: Fear

3. "I told you a million times to . . . . pick up, don't leave your bike out, don't hit your sister." The primary emotion might be ________________?

   Answer: Frustration and a sense of helplessness

4. Your child has just had a tantrum in a store, in front of a relative, talked back or used bad words in front of a minister or rabbi. The primary emotion might be ______________?

   Answer: Embarrassment or humiliation

5. You find yourself constantly nagging and getting mad. The primary emotion might be ________________?

Answer: Fear, frustration, insecurity, feeling unsure of yourself

6. Your husband has been watching t.v. all weekend and you explode. The primary emotion might be ________________?

Answer: Feel alone, neglected, like you don't exist

Anger then masks many emotions. We are not just "angry." Anger is the emotion we display. Underneath our anger we may be afraid, hurt, frustrated, overwhelmed, jealous, feeling betrayed or let down, insecure and any of the whole range of emotions.

When we get angry we need to ask ourselves what is it that I feel? What was my primary emotion? Only by identifying what we really feel and sending it straight can we be effectively angry.

Teacher's Note: Ask for class input and other examples.

There is another thing you need to learn about anger - anger is not always recognizable.

#5

Hidden, Disguised Anger

5 Minutes Anger has many disguises. Healthy anger is expressed directly and appropriately without tearing down the other person. However, there is a lot of anger that is hidden and not expressed. In many cases people are not aware or will even own up to the fact that they are angry. Can you think of some disguised anger?

Teacher's Note: At the end of each of the four areas, discuss briefly the hidden symptom of anger.

Hidden anger can be a component in some of the following areas:

1. Depression. A major factor contributing to depression is anger turned inward. Sad is mad. Honesty and the release of anger can help lift a depression.

2. Psychosomatic symptoms. Headaches, ulcers, stiff neck, skin eruptions, colitis. It is thought that hidden anger can be capable of bottling up our digestive, excretory and respiratory systems. It has been said that some headaches are caused by all the things you didn't say that are jamming your arteries.

3. Insomnia or too much sleep. You can't sleep when you are furious with anger. Get in touch and acknowledge your anger. Too much sleep may indicate you aren't facing up to what you need to do.

4. Sabotage:

   - Constant borrowing and forgetting to return or returning it a bit worse for the wear.
   - "Forgetting" a lot of the time.
   - Managing to bump or spill on people.
   - Habitual lateness.
   - Giving misinformation or wrong directions.
   - Laughing or giggling before a punch line or in a tender moment.
   - Talking during plays, movies, or concerts.
   - Playing "stupid," unable to understand clear directions.

All of these are subtle signs of anger.

There are many more signs of hidden anger that we can recognize in ourselves and others. We need to help ourselves and others express more honestly and appropriately what we feel.

10 Minutes Break Break Break Break Break

Teacher's Note: Write the steps to constructive anger on the blackboard during the break.

#6

The Constructive Use of Anger

10 Minutes While we would never want to be angry all the time, there are times in life when it is most appropriate for us to be angry. The situation calls for a strong emotional response and nothing halfway will do. Can you think of some of those times when getting mad was appropriate?

In those few times when we do have to get mad, let's learn to get angry constructively and effectively. Too often we adults do not handle our anger in constructive ways. Warm anger, directly sent, is a sign of a healthy personality. When we are angry we need to learn to send our anger in such a way so that we get some relief, the other person gets some insight and there are no harmful side effects.

When pushed to the brink, we seem to handle our anger in two ways: (1) by stifling or swallowing it ("it's alright, there is nothing wrong, it's not nice to get angry") and the anger then leaks out in stalling, dawdling or psychosomatic symptoms or (2) we blow up - attacking and insulting the other person that leaves us with a load of guilt. There is a middle ground to expressing anger. While it is not easy, we can learn to release our anger in such a way as to level with the other person without being destructive. Constructive anger is an "I" message with a lot of emotional heat behind it. Here is how you do it.

How To Get Constructively Angry

1. Describe the problem briefly - so the other person will know what it is that is bothering you. Give one or two examples.

2. Express how you feel about it. We have a right to our feelings even if it wouldn't bother anyone else. Slice off the appropriate amount of emotional expression. You are: annoyed, upset, disgusted, mad, really mad, furious, or absolutely livid.

3. Specify what you want the other person to do. It is not enough to just blow up. You have to give the other person an idea of how they can make amends.

4. Face saving. Allow the other person to save face: give them some time to back down or make amends or just have some breathing time.

5. Consequences. If you have to, state the consequences. State the positive consequences first. If you . . . . . then I will. . . . . When this is picked up . . . . . .then. . . . . State the negative

consequences only if you have to. If you don't. . . . . then . . . . . Say this loud and clear and use strong language. Put some force behind the words. The other person must be convinced that you are mad and that you mean what you say. Compliance is taken for granted.

6. Reinforce immediately any cooperative behavior.

Do remember that even if you get effectively mad the other person may not change - only they can change themselves. You have released your anger in a constructive way and let the other person know how you feel and what you want. You have put your message across without attacking the person, putdowns or guilt. You have remained in control of yourself and you have released some strong emotions.

Remind yourself that healthy anger is a warm emotional exchange. It lets others know how you feel. Then you must wait for the other person's response. Anger is not dangerous, sinful or the same as losing control. People can and do get mildly, moderately and intensely angry without losing control. Anger is an expression to another that says I care enough for you to tell you how I feel. It shows my confidence in the depth of our relationship. Being angry now doesn't mean I will be angry forever or going on and on about it. Anger has a beginning and an end. Anger is healthy, with little or no time lapse between the feeling and the expression "Hey, I didn't like that."

Love requires a real exchange between people. Sometimes we have to get mad to get healthy.

#7
Exercise: Expressing Constructive Anger

Now let's practice being effectively and constructively angry.

20 Minutes

Teacher's Note:
Pass out copies of Constructive Anger to each class member. Have them read it briefly.
Ask the class members if they have an anger incident they would like to share with the group that they would like to role play.
The teacher and a class member then role play the incident using the steps to constructive anger. Role play as many class anger incidents as time permits. Encourage class input and discussion.
If the class does not come up with anger incidents they would like to roleplay, some of the following parent-child situations can be used.

Teacher's Note - cont.

Preschool Age Role Play

A defiant child who said "I won't."
A whiney, demanding child.
A child who won't go to bed.
A child who constantly tests reasonable rules and limits.

School Age Child Role Play

A child who has played hooky from school for 3 days.
A child who was sent home for fighting.
A child who lies.
Sibling fights that are driving the parents crazy.

Adolescence

A teenager who you suspect is using drugs.
A teenager who is out until 10 p.m. on school nights.
A teenager who takes the car without permission.
A teenager who says "You can't tell me what to do."

Role play with a class member as many incidents as time permits, using the steps to constructive anger.

How did that feel? Do you think you have begun to develop the skill in being constructively angry?

#8

Exercise: Experiencing Someone Being Angry At You

Introduction

We not only get angry but others occasionally get angry at us. We need to learn how to "take" others' anger. When someone is angry at you: 20 Minutes

1. Listen. Let them blow. Let them have their say. Even if it is unfair anger, they need to get it out of their system. They need to know you heard them. Listen, keep calm. This keeps you from being defensive and attacking. If it isn't too unfair, stay put and hear it through. You would want the other person to hear you.

2. Paraphrase. Let the other person know you heard what they said. When they are through "blowing" put in your own words what you heard they are angry at you about. "You are angry at me because I. . . . ." Be empathetic. Let the other person know you heard them.

3. Acknowledge to the other person that part of what made them angry at you; the part you are truly responsible for. "You are right, I am an hour late. I know I should have. . . . ."

4. Apologize. If you were truly in the wrong and it is appropriate to the situation.

5. Do not respond to unfair anger, name calling or other verbal abuse if the anger is truly unfair. Acknowledge, if you can, only the part that is true.
"The kitchen is always a mess and you are a slob."
"You are right, the kitchen is a mess today; it hasn't always been a mess like today."

6. Send an "I" message that has direct ownership. Be responsible for your actions and your behavior. "I know you are angry about. . . . I feel that what you are saying is, in part true. I will. . . . to make amends or rectify the situation."

7. If the other person's anger is totally unfair, either keep quiet (if it is in your best interest) and leave as soon as possible or speak up and say so. "I can't agree with your thinking. I feel that I am. . . ." Be clear and direct. Never argue. "I won't allow you to put me down. I respect myself too much."

#9

Exercise: Experiencing Someone's Anger

> Teacher's Note: Have class members think of an incident in which they were the recipient of someone's anger. Role play with a class member as many class incidents as time permits. Encourage class input and discussion.
>
> If the class does not come up with an anger incident, role play with a class member a child being very angry at a parent over something the parent will not allow the child to do. Encourage class input and discussion.

How did that feel? Do you feel a bit more self-assured in experiencing someone being mad at you?

#10
Summary

The purpose of this session has been to:

10 Minutes
1. Help you get in touch with your anger.
2. Learn about anger as a secondary emotion.
3. Recognize hidden anger in yourself and others.
4. Learn the steps of constructive anger.
5. Practice constructive anger.
6. Learn to to receive anger from others.

#11
Topic for Next Week

The topic for next week is "Child Guidance."

#12
Homework Activity

> Teacher's Note: Pass out Anger Chart and the Affirmations on Anger.

Take the chart home with you and fill it in during the week. The chart will help you identify more specifically your angry incidents. Note the three questions on the bottom of the page - how you plan to change, when you will start, and to congratulate yourself when you make the effort to change. Remind yourself also that these are alternatives to anger - just because you are angry you need not get mad. There are other things you can do. If you do get mad, get mad constructively.

#13
Closing Activity - Affirmations

> Teacher's Note: As a closing exercise, read the affirmations as a group or read it to the group, whichever is most comfortable.

#14
Evaluation

> Teacher's Note: Give each class member a copy of the evaluation of the session and have them fill it out.

Appendix

1. Bibliography
2. Handouts for class use
    a. Anger Inventory
    b. Constructive Anger
    c. Affirmations on Anger
    d. Evaluation Form
3. Homework Activity Sheet
    a. Anger Chart
4. Home Lesson Plan (buff)
    a. Home Visit Information Sheet

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Anger Inventory

Think of several times in your life when you have been angry.

1. When do you get angry?
2. What makes you mad?
3. Where do you get angry?
4. With whom do you get angry?
5. How do you get angry?
6. What usually happens?
7. Is your anger usually effective or ineffective?
8. Should you get angry?
9. What happens to people who never get angry?
10. What are some ways to get angry that are okay?
11. What are some ways to get angry that are not okay?
12. How should you get angry at a child?
13. How should you handle a child who is angry at you?
14. Would you like to learn how to express warm healthy anger?

Constructive Anger

Identify an anger incident you would like to work on. Being constructively angry takes time and patience and effort and practice.

In a nutshell, here is how to do it:

1. State the problem - briefly	2-3 sentences
2. State how you feel about it - exactly	2-3 sentences
3. State what you want or need - briefly and clearly	2-3 sentences
4. State any consequences (if you have to)	2-3 sentences
5. Allow for face saving - time for things to happen	
6. Reinforce the behavior you want or any approximation of cooperative behavior - say thank you.	
Total	8-12 sentences

Then be quiet, don't say anything more, wait for things to happen.

If nothing happens - REPEAT IT loud and clear
If necessary, move in firmly and take charge

Anger Should:

Bring some relief to you, some insight to the other, and no harmful side effects.

Affirmations on Anger

- It is OK to get angry, some things call for it.
- My feelings are my own, I have to watch how I express them.
- I can get angry constructively without hurting.
- I can get angry so the other person knows I mean it.
- I can get angry and still be in control.
- I will congratulate myself when I get angry constructively.

Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:________

I found these things were NOT useful or new to me:__________________

I would like to suggest the following:____________________

Thank you.

Homework Activity Sheet
ANGER CHART

TIME WHEN IT OCCURS Day Date	WHERE IT OCCURS - ROOM PLACES	WITH WHOM	HOW OFTEN	WHAT DID I SAY	+ OR - EFFECTS

MY PLAN TO CHANGE TO CONSTRUCTIVE, APPROPRIATE ANGER

1. How I plan to change.
2. When - list date you will start the change.
3. I will congratulate myself when I make the effort to change even though it still might not be quite the way I want to be.

Home Lesson Plan

1. Review class session - likes, dislikes, clarify anything they didn't understand.
2. Review class materials and activities.
3. Go over homework assignment - anger chart. Plan with them the changes they will make and where they will start to implement their plan.
4. Discuss ways to get constructively angry with their children.

HOME VISIT INFORMATION SHEET

Visitor's name ____________________

Date ____________________

Day and time ____________________

Family name ________________________________

How many people present ____________________

Ages of children present ____________________

Activities ____

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____

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Materials used ____

____

____

Handouts ____

____

Requests made for further information ____________________

____

____

Summary of visit ____

____

Suggestions for next visit ____________________________________

____

____

GUIDANCE

Class Objectives

1. To define guidance and its role in parenting.
2. To understand the different methods that can be used in guiding children towards acceptable behavior.
3. To identify the differences between short-term goals and long-term goals for children's behaviors.
4. To develop an understanding of the use of rules in guiding behavior.

Outline of Class

1. Pre-Class Preparation and Materials
2. Beginning Activity
3. Introduction to the Topic of Guidance
4. Methods of Guiding Children

Break

5. Introduction to the Topic of Goals: Short-Term and Long-Term
6. Introduction to the Topic of Rules
7. Summary
8. Topic for Next Week
9. Homework Activity
10. Closing Activity
11. Evaluation
12. Appendix
13. Home Lesson Plan

GUIDANCE

#1

Pre-class Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or large sheet of paper and felt marker)
- Sharpened pencils
- Enough copies for the class of:
  1. Expected Behavior: Infants, Toddlers, Preschool Age, School Age Child, Adolescence
  2. Homework Activity
  3. Evaluation
  4. Home Visit Information Sheet - enough copies for each family
- Record player, radio or tape deck and appropriate relaxation music

#2

Beginning Activity: Relaxation to Music

5 Minutes Push your chair away from the table, put down your pencil, and close your eyes. I am going to play some quiet, soothing music for 2 or 3 minutes while you relax. We have practiced relaxing before most of the classes-use the same method now. Let your body loose and unwind. Let your mind blot out the tensions of the day and focus on the music. When the music stops, take 2 or 3 deep, slow breaths, and we will be ready for today's session.

> Teacher's Note: Play some quiet music for 3 minutes either from a tape, record or a radio if you can find an appropriate station.

#3

Introduction to the Topic of Guidance

15 Minutes Before we can discuss the whole subject of children's behavior, we first have to have a clear idea of what is meant by guidance. Guidance is the leading and teaching of socially acceptable behavior to children. Guidance is one of the most important skills of parenting.

One way of deciding what behavior you want to encourage and reinforce in your children is by looking at your goals for what you want your child to be like when he or she is an adult, ready to move on out into the world. By looking at how you want your child to be at 18 years old, you then have a clearer idea of the path you want the child to follow during the childhood years. As a parent, you can show and tell your child what behavior you expect and want because you have a clear goal in mind.

Let us first of all brainstorm all the things we would like our children to be and I will write them down. Just call out your suggestions.

> Teacher's Note: Write down all suggestions as they are made; encourage responses from everyone. Put in a few yourself if the list is short.

Good! We have a long list here of goals for our children to reach. The next questions is: how do we get our children there? There are several different ways of guiding children and as parents we should be prepared to use them all at one time or another.

#4

Methods of Guiding Children

30 Minutes

1. Understanding child development: it is essential to have a good basic understanding of each stage of the child's development so that you are not too demanding of the child in what behavior you expect at each age or too underdemanding. We have spent a whole session on the topic of development, so you can refer to those materials on development if you need to. As your child or children grow older, try to find out what each stage's characteristics will be a little ahead of time so that you are prepared.

2. Knowing what is expected behavior at each stage: each age has some expected behaviors that are normal for that stage. If you are aware of these behaviors, you can use them and build on them in guiding your child. Here are some handouts on expected behaviors at each age for you to refer to now and in the future.

> Teacher's Note: Give out the appropriate handouts to the class. Try to give two or three examples where guidance techniques can be enhanced by using the expected behavior of the age of the child. Example: the 2 year old who wants to dress himself; or the 5 year old who would like to cook; or the 13 year old showing an interest in fashion and clothes. If you have time you can read over the age appropriate sections of the handout with the class.

3. Teaching role of the parent: without realizing it, the parents are teachers of appropriate behavior to the child. A lot of behavior can be taught by the parents who can tell the child what they want, let the child practice the behavior and reinforce by praise. Parents

often do this naturally without thinking too much about it, but you can also plan to teach a child certain behaviors. Example: road-safety behavior and table manners.

> Teacher's Note: Try to give examples that are appropriate to the ages of the children whose parents are in the class.

4. The role of modeling in parenting: despite how we might want our children to behave, and despite how much we might actively teach them, the most important influence on how they behave is how we, the parents, behave. So if you want your child to behave in a certain way, make sure you are a good role model to your children as it is the best way, by far, for them to learn.

> Teacher's Note: Give examples from the list you have written down at the beginning of the class on the goals the parents want for their children.

5. Using praise: it is considerably easier and more effective to change behavior by stressing the parts that are being done correctly than by dwelling on (or disciplining) what is being done wrongly. Praise or positive reinforcement, which can be verbal or may be something simple like a smile, a cuddle, a pat on the back or a special meal, can be your most important tool in guiding your child's behavior.

    Example: If we use the obvious one of losing weight, you know how much better you feel if your friends and family give positive feedback such as "you look great!", or you get a compliment on how you dress, or maybe someone says to you that they realize how hard you have tried with your diet. All this reinforces us to stay with our good behavior and work towards our goal. Imagine how it would be if people only criticized us, or even ignored our efforts. Think about this when you are dealing with your child's efforts to change his behavior. He won't be 100 percent perfect all the time (and neither are we) but he can be praised for trying and succeeding some of the time.

6. Rearranging the environment: this technique works best with younger children but occasionally can be used with older children. Look at the behavior you want from your child and see if any can be helped by maybe rearranging time, space and equipment to help the child towards the appropriate behavior.

Teacher's Note: Use the following examples or some of your own which are appropriate for the class.

1) Moving the stereo up high for a few months until the one year old can understand he is not to play with the knobs and turntable.

2) Two siblings, ages one and 2-1/2 years, are constantly fighting over the toys and cannot share. The toys can be divided between each of them, each having their own, with a few general ones to be shared.

3) A four year old who is destructive and overly energetic in the house may have to have his day planned so that more time is spent out of doors, visiting parks, playing ball outside, etc.

4) A teenager who shares a bedroom with a sister needs to have a feeling of privacy so that she can retire to her own area when necessary. Bedroom furniture could be rearranged, drapes or screens used to provide a small place of her own and, hopefully, lessen the squabbles over territory in the girls' bedroom.

7. Allowing freedom and setting rules: one of the most difficult things to do as a parent is to allow your child to have freedom to learn by experience. How much freedom can you give a child? Obviously, the needs of children change with different ages, and also safety always has to be an important consideration especially with young children. One way to know how much freedom to give your child is to know where your limits or boundaries are. When you have a limit beyond which the child must not go, then he can have as much freedom as possible up to that point. However, he and you have to be quite clear as to what that limit is. You must make sure the child understands this. For very young children, this is difficult. Therefore, parents have to be very watchful and careful with them, explaining the limits many times before the child understands. When we once set limits with our children, which is an important part of guidance, then we automatically have rules. After our break, we will discuss rules in detail.

10 Minutes Break Break Break Break Break

#5

Introduction to the Topic of Goals: Short-Term and Long-Term

5 Minutes Before we can discuss rules, we have to return to goals for a moment. Earlier we put some goals on the chalkboard that we felt we wanted our children to reach. These were mostly long-term goals and these are generally related to values. We go on working towards these all our children's lives. However, we also have short-term goals for our children which are usually related to behavior.

Example: We may have wanted as a long-term goal for our child that he be honest. There are many ways of helping the child reach that goal as he goes through different ages, probably the best would be by example.

However, for a three or four year old who is constantly taking toys away from a younger sister, we need to deal with that problem by looking at the short-term goal, which would be to end that behavior. For a 12 year old, it may be that she constantly borrows small amounts of money from her parents and is not very good about paying it back. Our short-term goal would be to change that behavior.

Often, then, when we are talking about changing our children's behavior we are talking about short-term goals, and that is what we are going to discuss later on in this class.

#6

Introduction to the Topic of Rules

5 Minutes Rules are related to short-term and long-term goals. Rules which apply to long-term goals we have for our children.

Teacher's Note: Point to list on chalkboard.

These rules are always the same and never change. If we want an honest adult, the rules are unvarying on how we reach that goal. However, this is an important point - rules for short-term goals change along with child as child grows up. Mostly parents do this automatically: you do not have the same rules for a one year old as you do for a 16 year old. One area parents often get into trouble with, however, is they often hang onto rules for too long without changing them. Rules need to be enforced every single time to be any use. They need to be reviewed every few months, especially if they are constantly being broken, to see if they need to be replaced. And rules need to be important or essential to you if they are going to be enforced. Rules that are not essential are not always enforced and then they are useless and might as well be dropped. One of the reasons parents usually have the most success with safety rules is because parents feel they are important, enforce them every time and children sense this and obey the rules.

#6

Discussion of the Use of Rules in Guiding Behavior

30 Minutes We are now going to talk about the use of rules in guiding the behavior of children. We are not going to talk about discipline (that is for next time). Let's take examples of your children's behavior you would like changed and brainstorm what your goal is and what rules we can use to help guide that behavior towards an acceptable goal.

> Teacher's Note: Take suggestions from the class, write a brief version on the chalkboard (example: biting) and then, using the ideas already mentioned, assist the class in reaching a goal for acceptable behavior and some short-term rules for reaching the goal. Try to let each family have one example to offer to the class for discussion.

#7

Summary

5 Minutes In this class we have explained that guidance is an extremely important part of parenting, and that if we understand what our behavior goals are, both long- and short-term, for our children we can thoose different methods to guide them to reach those goals. One of the most useful tools in guidance is setting rules; there are three things to remember about rules if they are to be effective:

1. Must be enforced every time.
2. Must be discarded when no longer useful.
3. Must be essential, otherwise they will not be enforced.

#8

Topic for Next Week

The discussion of rules leads us on to next week's topic which is on "Discipline" as the next large question we have to deal with is "what happens when the child breaks the rules?"

#9
Homework Activity

5 Minutes

Teacher's Note: Hand out homework activity sheet on rules. Read over to the class.

Please look at the homework sheet. I would like you to choose one area of behavior only for one child only and decide what your goal is and what rules you would use to work towards that goal. Write these down at home and then reinforce that rule every day next week. Record and discuss with your home visitor the results.

#10
Closing Activity: Relaxation to Music

5 Minutes Lie on the floor flat in a relaxed, comfortable position. I will play music for a few minutes. Shut your eyes, think of somewhere very pleasant you like to visit - a beach maybe or a favorite room. Relax. When the music stops, slowly stand up and stretch. Goodbye everyone. See you next week.

#11
Evaluation

5 Minutes Please fill out the evaluation form. It is extremely helpful. Thank you.

Appendix

1. Bibliography.
2. Handouts for class use
    - a. Expected Behavior: Infants, Toddlers, Preschool Age, School Age Child, Adolescents
    - b. Evaluation
3. Homework Activity
    - a. Rules
4. Home Lesson Plan
    - a. Home Visit Information Sheet

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Infants

Normal Behavior	Appropriate Adult Behavior
Birth - 2 Months	
Cries.	Comfort him and tend to his needs.
Regards face; quiets when spoken to or picked up. (1 month)	Show him different expressions: smiling, frowning, opening eyes wide.
Smiles at people and sounds. (2 months)	Call him by his name every time you pick him up. Smile at him. Tickle his stomach or the back of his neck very gently.
2 - 4 Months	
Develops a special cry for hunger. (3 months)	Give attention as soon as possible.
Gurgles and coos.	Don't be afraid of spoiling him. A "cry" is his main way of communicating needs.
Laughs out loud. (4 months)	Laugh with him.
Recognizes familiar adults. (4 months)	Say adults name over and over. "Mama, mama".
4 - 6 Months	
Aware of strangers. (5 or 6 months)	Introduce strangers in a familiar setting and with a familiar adult present.
Beginning to make sounds.	Play "peek-a-boo" and "patty-cake" games.
"Talks" to himself while alone or with others.	Needs time to be alone and quiet to practice sounds.

Infants (Cont.)

6 - 8 Months

A great amount of playing with sounds.	Imitate sounds the baby makes. Play lots of games.
Mother (or major caretaker) is very important.	This familiar adult should try to provide most of the care of the baby.
Imitates sound adults use.	Talk about activities as you bathe and dress him.

8 - 10 Months

Imitates "bye-bye".	Let him know you enjoy him and are proud and pleased at what he can do. Give him lots of chances to show off his skills.
Develops sounds that copy speech.	Provide lots of verbal activities - sing, talk and play with him.
Generally baby is "happy".	Avoid unnecessary separations and frightening experiences.

10 - 12 Months

Reaches out to familiar persons.	Let him meet more people in the presence of familiar persons.
Responds to his name.	Always use his name.
Recognizes self in mirror.	Provide a mirror or toy mirror.
Knows the meaning of "no".	Do not use "No" too often.
"Talks" to toys and people at length.	Smile and clap at his achievements.
At 12 months, usually has 3 words (e.g. "mamma", "dadda" and "bye-bye").	Teach names of body parts (eyes, nose, etc.)

Toddlers

Normal Behavior	Appropriate Adult Behavior
Growing independence, often frustrated by being unable to do things on his own.	Be patient at his efforts; he will take a long time to do simple tasks.
Conflict between dependence and independence.	Accept his efforts to be independent, but decide carefully about what he can do safely on his own.
Exploration and constant activity.	Encourage exploration of spaces and objects within safe limits; he is not yet capable of protecting himself.
	He will explore more when a familiar caretaker (mother) is near. He relies on your protection.
Age of rapid language learning: two word phrases and short sentences by age two years.	Take time to talk to your child; explain what you are doing; name new objects; respond to his sounds and efforts to speak.
No idea of sharing or the needs of others.	Accept that this is normal at this age; if possible, provide toys so that sharing is not necessary.
Plays beside other children but not with them.	However, he needs the company of other children about his age. Provide close supervision.
Strong feelings of anger and frustration.	Provide toys and tasks appropriate for what he can do. Be patient and deal calmly with his frustrations.
Likes to imitate what you do.	Provide some scaled-down tools and toys so that he can copy your activities while you are busy (pots and pans, mop, toy wheelbarrow, etc.).
Plays a lot.	Toddlers learn to play by watching others. You can play with your child by showing him simple block stacking and so on. He will copy you. Provide age appropriate play materials.

Preschool Child (3-5 years)

Normal Behavior	Appropriate Adult Behavior
Continuing need for trust in adults.	Provide for the child's needs in a loving manner. Provide an atmosphere of safety and security.
Growing independence.	Allow the child to do those things he is capable of doing and wants to do, and encourage and praise his efforts.
Imagination is vivid.	Often truth and fantasy are inseparable for the child. You can help the child label things as "real" or "not real."
Need for friends and adult companionship.	Provide playmates and play materials and supervise the children's play until appropriate social behavior is learned. Adults too can spend some time playing with the child so that the child can learn good social behavior.
Learns how to share and cooperate.	This takes time and does not happen automatically. You can make suggestions during play, and also help the child by sharing and cooperating with the child in simple tasks and games around the house.
Arguing and fighting is still common.	Allow the arguments to occur but supervise to make sure one child does not dominate too much, or become a constant "victim". You can also offer alternatives when the children are unable to come to an agreement.
Beginning to notice differences in the sexes.	The child strongly identifies with an adult of the same sex. So try to have an adult of the same sex spend some time with the child to serve as a model, espeially at the age of four to five years.

Preschool Child (3-5 years) (Cont.)

Developing a sense of right and wrong.	The parent can provide guidance so that the child is not so worried about doing something wrong he is afraid to act, or that he takes no responsibility for his own acts.
Capable of taking on simple responsibilities.	The responsibility is only given the child when the child is capable of doing it successfully. Children still have to be asked and reminded to do things and often still need help in completing tasks.
Self-esteem is becoming very important.	Lots of encouragement and praise (when the child does well) makes a child feel confident and builds his self-esteem.
Beginning the development of self-control.	Try to give the child "because" statements so that he can understand why he should behave in a certain way. Where he understands these "whys" he will apply them to other times and situations thus begins self-discipline and self-control. Also try to give alternatives instead of simply saying "no."

School Age Child (6-12 years)

Normal Behavior	Appropriate Adult Behavior
6-7 Years	
Child often strongly identifies with the father. Mother may be blamed for what goes wrong.	Be consistent, show the child adults care about him but don't impose when he doesn't want help.
Often he is a tattle-tale with friends. He also wants to be a winner.	Let children settle their own differences as much as possible; adult supervision may be necessary at times. Provide lots of opportunities for the child to play with his own age group, and try to avoid games that have a winner.
In general, the child is rigid, demanding and fairly negative; he flares up easily and can't take criticism.	You will need patience and understanding, but you do have to set reasonable limits so offer clear explanation of limits.
7-8 Years	
Often will disagree with parents' ideas. Likes or hates teacher!	Show understanding and concern. Let child have his say and be "right" at times.
He is not a good loser with his friends and may fight or battle out his problems.	Provide opportunities for loosely organized games with friends. Try to prevent conflict before fighting stage begins. May still need some adult supervision.
Often he is aggressive, moody, sulky and brash. He may complain a lot that nobody likes him. He argues a lot and is sensitive to criticism.	The child needs lots of support and reassurance. Make sure the child gets training in some skills to feel competent (swimming, softball, ballet, etc.)

School Age Child (6-12 years) (Cont.)

8-9 Years

The child relies less on the family. Bickering often starts now.	The child often enjoys single sex activities and clubs (Cub Scouts, Boy's Clubs, Bluebirds). He should be involved in activities away from home.
The child may become rather secretive, sensitive and self-critical, but he can also be demanding, timid, cheerful and grumpy as well. Very variable moods.	Keep your sense of humor! Provide a place where child can be on his own and a place that can be locked for his "treasures." Do not let him try too hard at times.

9-10 Years

The child is more affectionate with his parents. He may be more selective in his friends and have a "hero" he admires.	Let the child help set his own rules. Talk to the child as much as possible to keep the lines of communication open.
This age is more relaxed and has few fears.	This is a good time to build a firm relationship to carry you through the teenage years to come.

10-12 Years

He often resents being told what to do, rebels at routines and strives for unreasonable independence. Often critical of adults he knows, but is quiet around strangers. He enjoys participating in community activities.	You have to learn when not to talk. Give lots of approval for tasks well done and give independence and responsibility if the child can handle it.
He rebels at routines and is often moody.	Help him set his own schedule (within reasonable limits).

Adolescence (12 - 18 years)

Normal behavior	Appropriate Adult Behavior
Tests limits and controls.	Ignore behavior which has little significance.
Questions and rejects parental values, ideas and preferences.	Model respectful, polite behavior.
Spends less time with family and more with friends.	Express own feelings without downgrading the teen's opinions and feelings.
	Model appropriate ways to express anger.
	Point out natural consequences of rude behavior.
	Don't let the behavior sidetrack the main issue.
	Encourage and welcome friends into the home.
Explores and integrates sexual feelings to detriment of school and home responsibilities.	Learn to communicate comfortably with each other and teenagers about issues related to sexuality.
Dating begins.	Point out potential consequences and appropriateness of different types of sexual behavior. Counsel rather than judge behaviors.
	Demonstrate carring and warmth or a non-threatening manner. Model appropriate responses and ways of conveying affection.
	Provide factual information and resources to draw upon in understanding aspects of sexuality.

Adolescence (12 - 18 Years) (Cont.)

Normal Behavior	Appropriate Adult Behavior
Dating begins (cont.)	Provide good reading or other material on sexuality, contraception, etc.
	Provide adequate privacy.
At times acts dependent on family.	Help teenager to consider attempting tasks that are attainable.
	Assist in analyzing and planning to accomplish tasks.
	Highlight and compliment successes and things done well.

Evaluation

For me, this week's session was (please check one):

Excellent _____
Very good _____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me: ________

I found these things were NOT useful or new to me: ________

I would like to suggest the following: ________

Thank you

Homework Activity Sheet

Rules

Name____________________________

What is the problem?____

Age of the child?____

What acceptable behavior is your goal?______________________________

What rules are you going to have to reach that goal?

1.____

2.____

Did you enforce that rule every day?________________________________

Was there any change in behavior?___________________________________

Home Lesson Plan

1. Review the class session and in particular the three guidelines for the use of rules.

2. Go over homework activity sheet and help the parent clarify thoughts on the subject of rules. Do not get diverted into discussing discipline.

3. If the parent has had some success with using rules to guide behavior in one area and wants to try another area or work with another child, help the parent to plan for this.

4. Check that the parent has understood what guidance is and that it is not to be confused with discipline.

HOME VISIT INFORMATION SHEET

Visitor's name____________________

Date___________________________

Day and time______________________

Family name____

How many people present_________________________________

Ages of children present_________________________________

Activities____

Materials used____

Handouts____

Requests made for further information___________________________________

Summary of visit____

Suggestions for next visit____

DISCIPLINE

Class Objectives

1. To define discipline and show how it differs from punishment.
2. To identify the various methods of discipline that can be used effectively with children.
3. To practice effective discipline methods by role playing.
4. To use positive reinforcement messages as often as possible in changing the behavior of children.

Outline of the class:

1. Pre-Class Preparation and Materials.
2. Beginning Activity.
3. Introduction to the Topic of Discipline.

Break

4. Role Playing: Large Group Activity.
5. Question and Answer Session.
6. Summary.
7. Next Week's Topic.
8. Homework Activity.
9. Closing Activity.
10. Evaluation.
11. Appendix.
12. Home Lesson Plan.

DISCIPLINE

#1
Pre-Class Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or large sheet of paper and felt pen)
- Sharpened pencils
- Duplicate enough copies for all class members of:
    1. Do You Encourage
    2. Evaluation
    3. Home Visit Information Sheet - enough copies for each family.
- Have chairs arranged in a semicircle if possible so that the role playing can be easily seen by everyone.
- Several objects that are pleasant to touch for the beginning activity (one for each person if possible).

#2
Beginning Activity: Touching

5 Minutes Every person is different when it comes to what pleases them most. Some people respond to visual things best: they like to look at beautiful scenery, pictures, colors. Others find music or certain sounds, for example birds singing, to be most relaxing. Others find that taste is extremely important to them: certain foods are very comforting. Others find pictures, scents or smells are great at bringing back happy memories - the smell of wood smoke, damp leaves, salt air, certain perfumes, cookies baking. And others find that the sense of touch is important for them to relax. Babies often hold a soft blanket or stroke their hair to comfort themselves; some people like to stroke cats. If touch is important to you, find things you like to stroke or touch when relaxing and use these to help you through tension filled times - maybe a silk scarf, a woven afghan, a piece of velvet, a smooth pebble or piece of wood.

Whichever of the above helps you, you use that sense to help you relax. Today we are asking you to push any papers away from you, put down your pencils and relax and clear your mind of all thoughts and feel these various objects and see if they help you to feel more relaxed.

Teacher's Note: Have a few items (one for each person) that are pleasant to touch and pass them around the group slowly for 3 or 4 minutes, letting each person have a chance to feel them before passing onto the next person. If possible, have them shut their eyes while doing so, so that they are not using visual cues but just relying on touch.

I will collect the items while you take some slow, deep breaths, open your eyes and smile at your neighbor.

#3
Introduction to the Topic of Discipline

15 Minutes

> Teacher's Note: Give examples to illustrate the difference between punishment and discipline that would be appropriate for the ages of the children of the parents in the class.

Last week we discussed guidance and the use of rules in guiding behavior. Then we ended by asking the question "What happens when the rules are broken or ignored?" The answer is: that is when parents have to use discipline. Discipline is not punishment. Punishment is negative and does not teach the child anything about how to behave correctly the next time the situation occurs. We are not going to be talking about punishment in this class. We are going to discuss alternatives to punishment. We are going to talk about discipline which involves the methods parents use to teach the child to behave in an acceptable way in the future. Eventually we hope the child will internalize these methods and use self-discipline and learn to control his or her own behavior. This takes a long while and would be one of our long-term goals we talked about last week. For the present, just remember discipline is a teaching tool that parents should use to guide their children towards appropriate behavior.

Can we have some suggestions from the class on the methods you use for disciplining your children. What do you do when the rules are broken? What are some of the ways we can handle unacceptable behavior?

> Teacher's Note: Take suggestions from the class and write them on the chalkboard. If physical punishment is suggested, answer by saying that in this class we are discussing alternatives to physical punishment and can they think of anything else that might teach the child how to behave.

You have come up with some good ideas. As you can see from this list, there are many different ways of handling unacceptable behavior. Some are more effective than others and some work better with younger children and some with older children. I am going to list as many different methods of discipline as possible and write down a heading for each one on the chalkboard so that you can refer back to them later on in class. I will give examples as I go along. Feel free to stop me and ask questions at any time if you do not understand.

> Teacher's Note: Make sure you cover the following even if it has been mentioned previously. Give examples of when each one might be best used and for what age child.

25 Minutes

Planned ignoring - works well with some types of 2-year-old tantrums, and some attention-getting behavior. It should NOT be used in dangerous situations, obviously.

Diversion - works best with fairly young children, up to about 18 months, to divert their attention from something they should not touch or do.

Change to environment - again this method is often necessary with young children. By removing objects or people out of range of the child, will prevent the inappropriate behavior.

Body contact - sitting close to, or touching, the child (laying a restraining hand on the shoulder) can often work if the child is getting too wild, usually in a group situation. It is a reminder of the behavior you expect.

Eye contact - catching your child's eye at the right moment can sometimes stop bad behavior on the spot with some children.

Breaking off eye and body contact - if a very young child persists in behaving in an undesirable way (e.g. biting your shoulder while carrying the baby), the best way to stop the behavior is to turn your head away, breaking eye contact, which is very reinforcing, and if possible, put the baby down for a minute or two. When the baby learns he loses you when he does this behavior then, if you have been consistent about it, the behavior should cease.

Positive attention - sometimes bad behavior is a cry for extra attention and help (think of how the older child behaves when the new baby comes along). So an extra dose of attention and love just before you think things are going to get out of hand often stops the behavior pattern.

Time out - time out should be very short or very simple (sitting on a special chair for a minute or two) for a very young child, to maybe making an older child to remain in his room until........

Either way, it does not teach the child much about the behavior you expect; however, it does show you disapprove of the unacceptable behavior. For an older child, explanations of what you want and expect should be reinforced when tempers have cooled down. Time out allows both sides to cool off when things get heated, and is better than using physical punishment, as long as time out is kept short.

Strong statement - there is nothing wrong in stating very firmly and clearly what behavior you will not tolerate. A young child who is spitting at her mother should be told "I will NOT let you spit at me", and then the mother moves away. For an older child, you can make a firm statement and add an explanation.

Physical restraint - sometimes young preschool children just lose all control in their anger. It is very frightening to them to be out of control, and it does not help if you lose control too. If the child cannot hear you, or is flailing about or hurting others, the best method is to hold the child very firmly, saying "I will not let you hit others" over and over, or whatever phrase is necessary, until the child calms down.

Humor - sometimes if the behavior is not dangerous but just annoying, making a joke about it can break the tension and make the child realize how unreasonable he was.

Reminder of rules - all families have rules, usually they are unspoken and unwritten, but it often helps to remind the child what the rule is without threats if you feel the child is likely to, or has already, forgotten the rules.

Change of rules - if the rules are being broken too often, they need to be changed.

Negotiation - this works well with the older school age child. Negotiate a change in behavior with some giving on your part. "If you can try to curb using four letter words every sentence, I know it is a hard habit to break, I will set aside half an hour or so each evening after dinner to go to the park and pitch balls to you. Does that sound reasonable?" Maybe it isn't reasonable to the child, so more negotiations must go on. Don't offer to do too much, which you might resent later, or more than you can follow through with.

Reasoning - for an older school age child and teenager, talking things through when you are both calm is another way of handling behavior that you do not like. You may receive information about why the child acts that way, or why he does not like the way you have been handling things so far, which may help you both work to solve the problem.

Positive reinforcement - it is much easier to change behavior by working on the good points than by working on the negatives. So, along with whatever methods you may be using to discipline and guide your child, do remember to praise your child as often as possible (it has to be genuine), and to show an active interest in him and his life. Keep the lines of communication open. Negotiation and reasoning, for example, will only work if you already have some working relationship left with your child. They will not work in a vacuum. So look for your child's good points (everybody has some) and tell your child how much you love him.

Logical consequences - can be used when the child breaks a rule and the parent lets the child learn his mistake by the consequences. This works well for children over 2 or 3 years of age, and does not usually work well for children younger than that as they do not understand. Again, this method should not be used in dangerous situations.

Related consequences - this means the parent is the teacher through the consequence. The parent has to relate the consequence to the mistake in order to teach the child what is wrong. This works well for all children, even the child under 2 years. The consequence should be no tougher than to make the point.

Family Council - one way of handling problems, particularly when older children are involved, is to have family council meetings on a set day and time, with all members present, if possible, where problems are aired, everyone has a say, and decisions are made that affect all family members whether they are present or not.

Contract - for older children and teenagers, contracts are often helpful in defining clearly what behavior is expected on both sides. After brainstorming suggestions together, agreement is reached and is written down and signed by all people concerned.

10 Minutes Break Break Break Break Break

#4

Role Playing

40 Minutes We have talked about different methods of disciplining your child. I would like you now, in turn, to give me an example of behavior you would like some help on in working with your child. You describe what the

behavior is and give me the age of the child and where and when it usually happens. Using our list on the chalkboard of different methods we can use, the class will brainstorm the best method to use. Then the other instructor or a student and I will role play how to handle it. The class will then decide if it is still the best method; they may want to try another one or suggest even another alternative that we have not discussed so far (this list is certainly not complete). We will role play each situation until you feel you have a good way of handling the problem when you get home or in the future.

> Teacher's Note: Ask for examples from the class - discuss role play. Make sure each parent has a clear idea of how to deal with each problem before moving onto the next person. You can do this with another instructor, a parent, or have two parents role play the situation, if they feel comfortable doing this.

Thank you for your suggestions and help in role playing. This will give you some good, practical, tried methods to use in the future with your children. Remember, however, positive encouragement, praise or reactions do more to improve a child's behavior than any other method. So when your child does behave appropriately, remember to praise the child.

#5

Summary

5 Minutes

We covered the question of "what to do when the rules are broken?" Several methods of discipline were discussed and the difference between discipline and punishment was defined. We role played several different problem behaviors, trying different discipline techniques until were were comfortable with one method. We ended by stressing the use of encouraging positive phrases with our children as a method of rewarding appropriate behavior.

#6

Topic For Next Week

The topic for next week is "Stress and Problem Solving."

#7
Home Activity

10 Minutes Please carry on practicing using the discipline techniques we role played and discussed today with your children. Let your home visitor know if they worked or not or if you need any help.

> Teacher's Note: Hand out "Do You Encourage." Read it out loud to the class.

Read through the handout "Do You Encourage" several times this week and make sure you use some of these encouraging phrases with your children. Practice them until they come easily to you.

#8
Closing Activity: Appreciation

Each person to say what they appreciate about their lives right now.

> Teacher's Note: You can start by giving an example - "I appreciate this . . . . in my life right now because . . . ."

#9
Evaluation

Please fill out an evaluation sheet before you leave. Thank you.

Appendix

1. Bibliography
2. Handouts for class use
    a. Evaluation
3. Homework Activity
    a. Do You Encourage?
4. Home Lesson Plan
    a. Home Visit Information Sheet

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Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:________

I found these things were NOT useful or new to me:____________________

I would like to suggest the following:____________________________

Thank you.

Homework Activity Sheet

Do You Encourage?

Here are some ideas for helpful encouraging phrases:

Appreciation

- What a lovely picture; let's hang it up so all can see it.
- I appreciate your help.
- That's very thoughtful of you.
- You're a very willing worker.
- A finished project is something to be proud of.
- How nice your room looks! (or some part of it)

Approval

- That's a good idea!
- I really like that!
- You do that very well.
- I'm certainly impressed with what you've already done.
- Look at the "G" you made in your name.
- I like your idea because it's different.
- You really know how to use your imagination.
- I'm glad you can do it.

Encouragement

- Everyone makes mistakes.
- No one was born perfect.
- We learn by our mistakes.
- Practice makes perfect.
- Your hands are growing bigger and stronger all the time.
- You've improving in _________.
- I have to give you credit for working so hard.
- Here are three sheets. Walls are not for drawing, paper is.
- When it's over, you'll feel better.
- On well, there will be other days.
- You can't make mistakes at this; whatever you do is right.
- I wonder what could happen if ___________?

Self-Help

- How nice that you could figure that out for yourself!
- Isn't that nice that you can help.
- There's no longer any need for me to help you dress, etc.
- You decide about that.

Homework Activity Sheet

Do You Encourage? (cont.)

- How nicely you pulled on your left sock.
- You make your own design; it doesn't have to be like anyone else's.
- What can you think of to do with it?

Supporting

- That looks interesting (colorful, etc.). Tell me about it.
- It's OK if you get dirty.
- We'll clean up the mess together when you're finished.
- Well, a broken egg isn't a broken leg!
- Whatever you decide is fine with me.
- It is really up to you.
- Let's do it together.
- Is there another way of doing it?
- How does that make you feel?

Trying

- You can do it if you keep trying.
- All beginnings are difficult.
- Don't give up.
- Don't let yourself be discouraged.
- Try it a few times anyway, and then it'll seem easier.
- We'll try it again tomorrow.
- That time you almost did it; you're doing better every time.
- I'm proud of you when you try hard things.
- I bet you'll get it soon.
- I know you can do it. Try again.
- Try it yourself first, and then if you need help I'll give it to you.
- If I do it, it won't be yours.
- Let's try anyway.
- I'll show you how to do the parts you can't do.
- It's fund to try it different ways.
- I can see that you are trying.

Home Lesson Plan

1. Make sure the parents understand the difference between discipline and punishment.

2. Check if they have read the handout "Do You Encourage?" Underline phrases that they like to use or plan to use.

3. Answer individual questions on behavior. Refer to the expected behavior handouts from Session 7 as much as possible so that the parents get used to using these as a reference tool. Give help where necessary on any discipline problems if necessary.

HOME VISIT INFORMATION SHEET

Visitor's name ____________________
Date ____________________
Day and time ____________________

Family name ____________________
How many people present ____________________
Ages of children present ____________________

Activities ____________________
____
____
____
____

Materials used ____________________
____
____

Handouts ____________________
____

Requests made for further information ____________________
____
____

Summary of visit ____________________
____

Suggestions for next visit ____________________
____
____

STRESS AND PROBLEM SOLVING

Class Objectives

1. To identify pressures and problems.
2. To recognize and accept problem ownership.
3. To develop and practice coping skills for problem management.
4. To learn techniques for problem solving and to apply these to real life situations.
5. To understand that people can gain some control over the problems in their lives.

Outline of the Class

1. Pre-Class Preparation and Materials
2. Beginning Activity: Put Your Problems in a Black Box
3. Introduction to the Topic of Stress
4. Discussion: Stress Strategies
5. Group Activity: Put a Name to the Pressures
6. Group Discussion: What Works Best?

Break

7. Introduction to Problem Solving
8. How to be a Skillful Problem Solver
9. Group Exercise: The Problems of Angie C
10. Individual Problem Solving
11. Summary
12. Next Week's Topic
13. Home Activity
14. Closing Activity
15. Evaluation
16. Appendix
17. Home Lesson Plan

STRESS AND PROBLEM SOLVING

#1

Pre-Class Preparation and Materials

- Name tags (first name only)
- Chalkboard and chalk (or large sheet of paper and felt pen)
- Sharpened pencils
- Duplicate enough copies for all class members:
  1. The Problems of Angie C
  2. 8 Steps to Solving My Problem
  3. How to Problem Solve - 8 Steps
  4. Affirmations
  5. Stress Chart
  6. Evaluation
  7. Home Visit Information Sheet (enough for each family)

#2

Beginning Activity: Put Your Problems in a Black Box

5 Minutes Everyone needs to feel that he or she has a way to deal with problems. This activity is called Put Your Problems in a Black Box. Close your eyes, put your hands with the palms up on your knees, sit comfortably in your chair and breathe in and out deeply five times. Now, think of a problem that you are having right now, give that problem a shape or a color. (Pause) I want you to see a big black box which has a tight lid and thick sides. Open that box and put your problem inside the box. Now, say to the problem "I am putting you aide for a little while. I need to pay attention to some other matters in my life for awhile. You stay in this box. I choose not to deal with you right now." Close the lid of the box; take the box and put it on a shelf. Leave it there. Know that when you are ready, or you feel that the problem in the box is too strong to ignore, that you will deal with it. But for now, leave the box closed and on the shelf. Now say goodbye to the box and come back into the present. Open your eyes and smile at your neighbor.

#3

Introduction to the Topic of Stress

5 Minutes What is stress? Stress is the way that your body responds or adjusts to any change in your life. The more changes you have in a short period of time, the more stress you will have. Every time that you are under stress because of a change, your body goes faster. If you have a lot of stress or a long period of stress, you wear out your body's ability to respond and you may be tired all the time or get sick. Emotionally, it becomes harder for you to react quickly and think clearly. You may become tense,

anxious, easily upset. How much stress that you can take depends on who you are as a person. Some people can take a lot of stress, but most of us are more comfortable with a small amount of stress. A person's attitude towards stress is a very important part of how he/she will handle stress. For example, on a day when you are feeling well and upbeat, you can live with a lot of stress. But on a day when you are feeling angry, doubtful, anxious or afraid, very small amounts of stress can be very upsetting.

What are some of the events in your lives right now that are stressful to you? Can we have some examples of what is causing you feel stressed?

15 Minutes

> Teacher's Note: Take suggestions, events from the class and write them on the chalkboard. Be sure to include every spoken stressor. If they run out of ideas, help them with suggestions, i.e., family problems, children, illness, no job, relatives expecting a lot, injury, money, housing, health, death, sexual problems, failures, accidents, being a victim, etc. Leave this list up.

That's quite a list and we could probably add many more things to it and keep going for awhile longer. Being a parent and a person today means that there will be stresses as part of being alive.

#4
Discussion: Stress Strategies

All of us have learned certain ways of dealing with stress. I am sure that everyone here has one or two favorite and effective ways of reducing stress. For a few minutes, let's share our favorites with the group and get a list made so we don't lose any of these good methods. As you tell me your method, will you explain to the class what this method does for you. How does it make you feel? For example, if one way you handle the stress of being lonely is to ask your child for a hug, it might make you feel warm and more relaxed.

10 Minutes

> Teacher's Note: Go to the chalkboard and write down all the methods given verbally by the class members. (Try to arrange the chalkboard so that the class can see the previous list of stressors on one side of the board and the stress reducers on the other side of the board.) Encourage an explanation of why it helps with each method. Be sure to include one or two suggestions from your own experience.

#5

Group Activity: Put a Name to the Pressures

We have two long lists going here. One is a list of events that cause us stress and the other is a list of some ways to handle the stress. I would like to have you think about three kinds of pressures that we put on ourselves that add to stress and make it hard to take care of ourselves.

> Teacher's Note: Write these on the chalkboard one at a time as you discuss them.

1. Pressures that we put on ourselves.
   For example: "I should keep my child quiet in the store," "I must be ready on time," "I have to do this now," "I ought to be feeling better." Can you think of some examples?

> Teacher's Note: Try to select several examples here. i.e., expectations and obligations that are self imposed.

15 Minutes

2. Pressures that come from outside.
   For example: advice from friends, expectations from others like family, caseworkers, agencies, schools. Can you think of some examples?

> Teacher's Note: Try to get several examples.

3. Pressures that you accept from others.
   These are the pressures that you accept when you help a friend, a member of your family, a neighbor. Can you think of some examples?

> Teacher's Note: Try to get several examples.

Let's look at the chalkboard and the list of things which stress us. How many of these stresses come from the inside, outside or others?

> Teacher's Note: Quickly help the class to categorize by placing I, O, Oth. symbols by each stressor.

Let's look at the chalkboard and the list of the positive ways of dealing with stress. How many of our methods deal with pressures from inside, outside or others?

> Teacher's Note: Quickly help the class to categorize by placing I, O, Oth symbols by each method.

#6

Group Discussion: What Works Best?

1. Figure out whether the stress is from inner, outer or other pressures and try to have at least one way that works to reduce the stress from outer pressures, inner pressures and other pressures.

> Teacher's Note: Give example from the material on the chalkboard.

10 Minutes

2. Tell people about the things that bother you before you explode. Ask for help when you need it.
3. Don't let yourself be overwhelmed by worries. The more you worry about something, the less able you will be able to think clearly. Ask for help.
4. Take care of yourself physically. Do some form of regular exercise to relieve tension and help you feel more relaxed.
5. Ask others what they do about their special stresses. Look how we learned from each other today. Everyone has a different approach and maybe you'll get a helpful idea.

10 Minutes Break Break Break Break Break

> Teacher's Note: During the break, write the Steps to Problem Solving on the blackboard.

#7

Introduction to Problem Solving

We have seen that our problems cause us stress and unhappiness. Is there an effective way to manage these problems besides understanding whether it is an inner, outer or other stress? Perhaps the very first part of problem solving is to get rid of all the problems that don't belong to you directly. What kind of problems don't belong to you?

> Teacher's Note: Ask for an example. If no one can think of one, have one prepared (i.e., a friend asks you to care for her child so she can go to a movie. You have already made plans or just don't feel that you can handle one more child that evening. You say no.) Try to get several examples if possible.

Remember, you have only so much energy and perhaps the best for you and your family is to save most of it to solve your own problems. Besides, other people need to grow strong by solving their own problems.

#8

How to be a Skillful Problem Solver

When you have a problem to solve, or a decision to make, go someplace quiet where you can sit for a few minutes undisturbed.

1. Get a clear picture of the problem.
2. List all the actions that you can think of which might help to solve the problem.
3. Look at your possibilities and try to think about what might happen with each possibility.

10 Minutes

> Teacher's Note: Discuss with class exactly how to do this. For example, if a solution to a nasty neighbor might be to punch that neighbor in the nose, the consequences could be that you might get hurt, or the police could be called, etc.

4. What are your 3 best choices?
5. Imagine yourself making your first choice. See yourself in action. How did it feel?
6. Decide and act on your decision.
7. Review your decisions.
8. Make any changes that are necessary.

Now let's take a problem. You need to find a new place to live because your landlord needs your apartment for his daughter. You have 30 days in which to find your new home. You are on welfare and have two small children. What will you do? As a class, let's solve this together. What do we do first?

> Teacher's Note: As you guide them through the various steps, write down the actions 1-8 on the chalkboard as each step becomes necessary.

#9

Group Exercise: The Problems of Angie C. - A True Story

> Teacher's Note: Hand out to each class member The Problems of Angie C. Read aloud the statements about Angie.

Angie C. has many of the same problems that face all of us. If you look carefully, you will see that she has a lot of problems in her life, not just one. Let's read this situation together and then we will see what we can do to help Angie solve some of these problems.

15
Minutes

> Teacher's Note: If the class is small, keep them together to problem solve. (If class is large, divide into 2 groups and move between the two groups to help them answer the questions at the bottom of the page. Give them 15 minutes and monitor to see if they are using the problem solving methods.) Try to keep them focused on one problem at a time.

Which problems do you think are the most serious? Which problems does Angie need to work on right away?

> Teacher's Note: List on the chalkboard 2-3 problems the class thinks are the most pressing.

Which of the problems do you want to problem solve together?

Teacher's Note: Using the problem the class has selected, go through the problem solving steps. Write all responses on the blackboard.

The problem.
List all options or alternatives.
Discuss the consequences of each option.
Decide which option is the best (vote if you have to).
Discuss or list the first steps Angie must take to implement the option.
Decide when Angie is to review her decision.
Discuss changes she may have to make if the decision is not working.
Congratulate the class on their problem solving skill.

#10

Individual Problem Solving

Decide on a problem of your own you would like to solve. Make a commitment to try to solve this problem using the 8 steps. Write down your problem now. Your home consultant will work with you at home on this problem.

5 Minutes

Teacher's Note: Hand out Problem To Be Solved. Have them write down a problem that they want to solve. Give them a copy of How to Problem Step - 8 Steps.

#11

Summary

We have learned about stress and what it does to our ability to think clearly and act effectively.

We have learned the steps in problem solving.

We have practiced problem solving as a class.

We are beginning to apply these steps to solving problems in our own lives."

#12

Next Week's Topic

The topic for next week is "Using Resources and Planning for the Future."

#13

Home Activity

Please work on your problem to be solved sheet. Let your home consultant know if you want or need any help with the steps.

#14

Closing Activity: Affirmations

Teacher's Note: Give each class member a copy of Affirmations For Problem Solving. Read the affirmations as a group.

Affirmations For Problem Solving

- I can think
- I can learn to solve problems
- I do have alternatives
- I can change things
- I do have a measure of control over my life
- I am in charge of problem solving

Affirmations For Coping With Stress

- I can identify my stress
- I will be responsible for my own problems
- I will not be responsible for other's problems
- I will learn to relax
- I will schedule happiness into my life.

#15

Evaluation

Please fill out an evaluation sheet before you leave. Thank you.

Appendix

1. Bibliography
2. Handouts for class use
    a. The Problems of Angie C. #1
    b. The Problems of Angie C. #2
    c. How to Problem Solve - 8 Steps
    d. Affirmations
    e. Evaluation
3. Homework Activity
    a. 8 Steps to Solving My Problem
4. Home Lesson Plan
    a. Home Visit Information Sheet

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The Problems of Angie C. #1

Single parent of 3 boys, ages 1, 3 and 6.
On welfare.
Lives in a trailer.
Landlord has announced a big rent increase.
She cannot afford the increase.
She will have to move.
She is scared.
She has had a drinking problem.
She loses her temper easily.
Noticed that her vision is blurred recently.
She needs clothes, shoes desperately. She broke strap on her only pair of shoes and it cannot be repaired.
Food is in short supply, could use more.
Female roommate is messy and careless, drives Angie crazy but Angie needs her rent money.
1 year old wakes up every 3 hours at night.
3 year old isn't toilet trained.
5 year old is having trouble in kindergarten.
Their father hasn't paid support for 8 months.
Welfare wants her to take a parenting class.
Angie's widowed mother who helps her out is sick, has lost her job, is broke and needs Angie's help.
What is Angie to do? What can Angie do?
Where to begin?
What has to be dealt with first?

The Problems of Angie C. - A True Story #2

Single mother of 3 boys, ages 6, 11 and 13 (3 different fathers).
On welfare.
Lives in a trailer.
Landlord has announced a big rent increase.
She cannot afford the increase, she will have to move - she is scared.
She had a drinking problem.
She loses her temper.
Noticed her vision is blurred recently.
She needs clothes, shoes desperately. She broke strap on her only pair and it cannot be repaired.
Food is in short supply, could use more.
Female roommate is a slob and her messiness and carlessness drives Angie crazy. Angie needs her rent money.
13 year old in trouble with the law - flashed a pocket knife and scared a neighbor.
11 year old has reading and learning difficulties-is truant-the school is calling.
6 year old's father is hasseling the family and generally making trouble.
Welfare has told her she has to take a class to help her get a job now that all the children are in school.
Angie's widowed mother who was a source of emotional support is now ill, has lost her job, has no money, is very depressed and needs Angie's help.
What is Angie to do? What can Angie do?
Where to begin?
What has to be dealt with first? What bothers her the most?

How To Problem Solve - 8 Steps

1. Get a clear picture of the problem.
2. List all the actions which might help to solve the problem.
3. Try to list the consequences for each action.
4. What are your 3 best choices of action?
5. Imagine yourself making your first choice of action.
6. Decide and act.
7. Review your decision.
8. Make any changes.

Affirmations For Problem Solving

I can think.

I can learn to solve problems.

I do have alternatives.

I can change things.

I do have a measure of control over my life.

I am in charge of my own problem solving.

Affirmations For Coping With Stress

I can identify my stress.

I will be responsible for my own problems.

I will not be responsible for others problems.

I will learn relaxation techniques.

I will schedule happiness into my life.

Evaluation

For me, this week's session was (please check one):

Excellent_____
Very good_____
Good _____
Fair _____
Poor _____

I found the following things most helpful and interesting to me:__________

I found these things were NOT useful or new to me:__________

I would like to suggest the following:__________

Thank you.

Homework Activity Sheet

8 Steps To Solving My Problem

1) The problem:

2) All my possible solutions:

3) All the consequences of my solutions:

4) 3 best choices:

5) My best choice:

6) My actions:

7) My review:

8) My changes:

Home Lesson Plan

1. Take extra copies of Problem To Be Solved to have if needed.
2. Go over student's copy of Problem To Be Solved, checking to see if she/he followed the steps. Be prepared to discuss the method and answer questions about resources to solve the problem if necessary.
3. Review with student the current stressors and assist with identifying as inner, outer and other. Help student to decide how to cope now with some immediate stress which is causing difficulties.
4. Read over the affirmations with the student.
5. Teach the student a relaxation skill.

HOME VISIT INFORMATION SHEET

Visitor's name ____________________

Date ____________________________

Day and time ______________________

Family name ____

How many people present ________________________________

Ages of children present ________________________________

Activities ____

Materials used ____

Handouts ____

Requests made for further information __________________________________

Summary of visit ____

Suggestions for next visit ____

USING RESOURCES AND PLANNING FOR THE FUTURE

Class Objectives

1. To identify various resources available in the community.
2. To develop ways to obtain needed information from those resources.
3. To use the material learned from the previous classes to plan for the immediate future.
4. To learn goal-setting skills and to identify goals to work towards during the following weeks.

Outline of the Class

1. Pre-Class Preparation and Materials
2. Beginning Activity
3. Introduction to the Topic: Using Resources
4. Small Group Activity: Resource Brainstorming
5. Large Group Activity: Information on Resources
6. Getting Information From Your Resource

Break

7. Introduction to the Topic: Your Future
8. Goal Setting
9. Summary
10. Homework Activity
11. Closing Activity
12. Evaluation
13. Appendix
14. Home Lesson Plan

USING RESOURCES AND PLANNING FOR THE FUTURE

#1

Pre-Class Preparation and Materials

- . Name tags (first name only)
- . Chalkboard and chalk (or a large sheet of paper and felt pen)
- . Sharpened pencil for whole class
- . Telephone books with yellow pages for your area (as many as possible)
- . Resource booklets and pamphlets from a variety of agencies which might be helpful to the class. (See Resource Listing at the end of this section.)
- . Duplicate enough copies for all class members of:
  1. Relevant topics from "Resource Finding." (See #4 - teacher's note.)
  2. When Telephoning
  3. When You Have an Appointment
  4. How To Be Assertive About Your Rights
  5. Positive Messages - one for each person
  6. Goal Setting - six for each person.
  7. Resource Record Sheet
  8. Evaluation
  9. Home Visit Information Sheet (enough copies for each family)

#2

Beginning Activity: A Room of Your Own

5 Minutes Close your eyes. I would like you to imagine you are creating a room of your very own. Money is no object. This room is for you and should contain all the things you like. Imagine the scene: is the room large or small; light and sunny or dark, maybe lit by candles? Do you like pale, pastel colors on the walls and furnishings, or bright vibrant colors? ....Does it have a window? If so, what do you see outside: mountains, water (a lake maybe), a busy street with people walking up and down, a rose garden? What do you hear in this room: a clock ticking, music (what kind), birds singing, traffic? What textures would you choose for your very own room: silks and smooth cottons? Velvets and furs? Indian prints? Floral chintzes? Do you like wood floors with rugs or soft carpeting underfoot?.......Do you "see" your own room? What furniture would be in there: a bed, a desk, bookcases, a television, lots of mirrors, vases of flowers, a record player? What else would you add to make it your very own? Think about this room of yours for a minute. This is an imaginary place to go to in your mind when you want to relax and retreat for awhile. Open your eyes. Having your own room in your imagination is one sort of resource you can use to help you during any

sort of stress or anxiety. This is an inner resource. Today we are also going to talk about some other types of resources that you might need or use.

#3

Introduction to the Topic of Resources: How to Use Them.

5 Minutes Some resources, or where to go for help, are easier to find than others. If you want help in mailing a parcel....you go to the post office. If you need a question answered about your teeth....you go to the dentist. If you need help with your hair....you go to a hairdresser. However, some questions we have are not so easily or so quickly answered or remedied. Sometimes we need help for very specific problems, and it is hard to know where to go to get help and to get our questions answered.

Our class goal today is for us all to help each other with RESOURCES, or where help is available.

Let us brainstorm for a few minutes among the class some suggestions as to some places where information, any type of information, is available.

Teacher's Note: Have chalkboard and chalk ready. Suggest the following if responses are slow in coming.

e.g. yellow pages of telephone directory
public library
local school, secretary, nurse, counselor
doctor's office or clinic
friend or neighbor
etc.

These are some very general areas where help is available. Sometimes we need a more specific person to help us and that is when it gets more complicated.

Now let us break into small groups where we will discuss where we would go for help with some definite problems that we might have in our lives and with our children at the ages they are now.

We will need a recorder and a leader. The recorder will report back to the whole class later.

#4

Small Group Activity: Resource Brainstorming.

20 Minutes

Teacher's Note: Break the class into groups of 4-5 people. Make sure each group has a leader and a recorder, and that everyone has a pencil. Give each person the topics for discussion. Choose only the topics that are relevant to your class or each group could have a different set of topics. A telephone book (+ yellow pages) and as many resource booklets (see Appendix under Resources) as possible for each group to use and the group should be encouraged to look up specific agencies and find the telephone number and/or address for the recorder. Encourage the parents to put this information on their topic sheet as well for future reference. Stress the importance of not spending too much time on each topic but to move on as quickly as possible. More than one resource for each topic is fine. Class instructor(s) should move among the groups keeping them on target and offering help if needed.

#5

Large Group Activity: Information on Resources.

15 Minutes Will each recorder or instructor, if necessary, read out the problem in turn and then the resource, plus where that resource is to be found if possible. If you could not come up with any ideas, we will try to find some together. You may want to write down some of the resources on your sheet if your group has not discussed these specific ones.

Teacher's Note: Praise each group for being so resourceful, add any extra suggestions or ideas and encourage the class to keep their discussion topics list plus resources for future reference.

#6

Getting Information From Your Resource.

20 Minutes Once you have the address or telephone number to get help or information for a specific problem, how do you go about extracting that information? It is not always easy to ask for help or information. Maybe you have made

a telephone call to ask a questions and were turned off by an unhelpful person at the end of the line or maybe you were told "I will phone you back," but the return call never came and you hadn't the courage to phone again. The following suggestions may be useful:

Teacher's Note: The following information

a. When telephoning
b. When you have an appointment
c. How to be assertive about your rights

can be given out as handouts now or at the end of the class.

When Telephoning

1. Telephone only when you are not rushed and when you are sure you will not be interrupted for a few minutes.
2. Have a pencil and piece of paper ready.
3. Practice your questions ahead of time and if necessary write down on your piece of paper what information you want to know.
4. Ask for the person's name (and title or position) whom you talk to, and if you have been put through on a different line, ask for the telephone number too. If you have to telephone back, ask when is the best time to telephone and write it down.
5. If the person you talk to cannot answer all your questions or is not helpful, ask who else could you get the information from. Write down that information too.
6. Write down in shorthand form what was said, date the piece of paper and KEEP it until you are sure you do not need it any more.

When You Have an Appointment

1. Again make sure you have the name (and title if necessary) of the person you are to meet.
2. Be on time. If you are rushed you probably will forget to ask a vital question.
3. Be prepared: write out a list of questions beforehand.
4. Have a pen and take notes while the other person is talking and write down the answers to your questions. It is easy to forget information unless it is in writing.
5. If you are not getting all the help you need, ask where else you might go for help and note all names and telephone numbers.
6. When you get home, read through the information, put a date on it for future reference, and decide what to do next and act on it. If another telephone call has to be made, do it NOW.
7. Keep all information in a safe place. A file is great, but an old large envelope or shoe box will do, or a special drawer. Do not throw anything away, even when you think the problem has been settled.

8. If someone has promised to do "something by next week", write a note to yourself or mark it on your calendar to follow this up with a telephone call to check whether it has been done.
9. If your information source was frustrating, do not get mad at bureaucracy. Go home and punch a soft pillow until you feel better!

How To Be Assertive About Your Rights

1. Before telephoning or making an appointment, make sure you know exactly what you want. Write it down if necessary so that you won't forget or be put off track. Example: you are going to phone the doctor and talk to him personally about the treatment your child is getting which is not satisfactory. Write down exactly what your concerns are beforehand, plus any extra questions you might have.
2. When you telephone, state your purpose clearly so that anyone can understand. Example: "Hello, this is Mrs. Brown. I would like to talk to Dr. Smith directly."
3. Repeat what you want as often as necessary, also acknowledging what is being told you, but remaining calm and firm. Example: "Yes, I know the doctor is busy and has a patient coming soon, but I would like to talk to him personally." Repeat if needed.
4. Define the issue in specific terms. Example: "I need to talk to Dr. Smith because my child is not getting any better after taking the medication and this is the sixth day he has been absent from school."
5. Offer a workable solution and set limits. Example: "I realize the doctor cannot come to the phone now; I will be home at this number from 3-4 o'clock and I would like him to call me then" or "Could you be specific about what time I should telephone and talk to the doctor?"
6. You have the right to say no, without apologies or excuses, if it is not what you want. Example: "No, I do not want to talk to Dr. Smith's nurse, but I would like to speak to Dr. Smith."

Summary.

For future use you should have an idea of how to look up resources, where to go for answers to some basic questions and problems, how to extract information from a telephone call or an interview and how to be assertive about your rights.

10 Minutes Break Break Break Break Break

Teacher's Note: During break time, various booklets and flyers on resources could be displayed for the class to look at. Their attention should be directed towards them before the break begins. Resources should be grouped by subject, e.g. nutrition, infancy, free health care, alcoholism in the family, etc. If you have enough copies, put a "Please take one" sign nearby.

#7

Introduction to the Topic of Your Future

5 Minutes We have spent the past few weeks talking and learning about self-esteem; communication; coping with your past and dealing with change; what needs children and adults have and how children develop; how to deal with anger; discipline and guidance as part of parenting; problem-solving and coping skills; and how to use resources to help you. We have come to the end of our series of classes and we have one more step to go: how to draw all these topics together with what we have learned and deal with the future. Not the future that is so far away we cannot imagine it, but tomorrow, next week and the month after this one.

Let us read together the positive messages that all parents and children need to hear. It is difficult to remember at times that parents and children do have a lot of the same needs. As I go through them, I would like you to think if there are any areas here that you have not been attending to lately, either for yourself or your child. You might wish to use this list when planning to work towards a specific goal later.

Teacher's Note: Give the handout "Positive Messages" to the class. Read through slowly.

Postive Messages:

- Ask for what you want and need.
- Know that problems can be solved.
- Know that you are loveable.
- Know that you are special.
- Know that others are important to you.

- Know you are in control.
- Know that age appropriate behavior is healthy.
- Know that you can get what you need.
- Take care of yourself.

#8

Goal Setting

25 Minutes There are almost certainly going to be some areas on this list where you could plan to make some changes for your future. Maybe you have to plan to do something special for yourself, to take 15 minutes a day just for you. Or maybe you need to work on asking for want you want or need, to let others know how you feel. Or maybe your goal would be to have a realistic, clear idea of what is appropriate and normal behavior for your child's age.

Whatever your goals are, and some goals take longer to achieve than others, and consequently may be more satisfying when you reach them, there are certain criteria that have to be met in setting goals. Successful goal setting is a skill, it does not just happen. It is the result of planning and thinking and then acting.

To be successful in planning for your future by setting goals, you have to make sure the goal you choose is:

1. Achievable. Make sure that you have the skills, strengths and resources to reach your goal, and that you have allowed enough time.

   Example:

   Achievable goal: I will ask my friend, Maureen, to go to a cooking class with me.

   or

   I will register for a cooking class.

   Nonachievable goal: If Maureen will drive, I will take a cooking class with her.

   (You have no control over Maureen's decisions, she may say no.)

2. Believable and realistic: You really believe you can reach your goal, and you are positive and optimistic about it.

Example:

"I really believe I can lose 5 pounds."

or

"I will read one chapter of that child development book each day."

Not

"I never lose weight on a diet. I know it is not going to work, but I suppose I will give it a try."

or

"I'll read all the books I can find on child development."

3. Specific and measurable. Your goal is stated in definite, concrete terms, not generalities.

Example:

Specific goal: If I get angry and nearly loose control, I will leave the room.

or

I will take 30 minutes every day after breakfast and play with my children.

Nonspecific goal: I will control my temper.

or

Play more with my children.

4. You really want to reach that goal. It is not a goal that others want for you, but one that you want for yourself. It is for your own satisfaction. It is your goal.

Example:

Acceptable goal: I want to sew a dress for my daughter from the pretty fabric I bought six months ago.

Nonacceptable goal: I should clean the house once a week.

or

My husband wants me to lose weight.

5. No alternatives. No ifs and buts, your goal is definite and decided and has no let-out clauses.

   Example:

   Acceptable goal: I will go to my son's softball game tonight.
   [and] On Thursday I will go bowling with my friends.

   or

   I will write a letter to the school principal.
   [and] I will talk to my daughter's teacher.

   Nonacceptable goal: I will go to my son's softball game unless I go bowling with my friends.

   or

   I will talk to my daughter's teacher or write a letter to the school principal.

6. Not harmful. Your goal is non-injurious to you and others.

7. Target date. Set a day or date for completing your goals.

I would like you to think of one simple goal you could start to work towards when you leave this room.

> Teacher's Note: Hand out "Goal Setting" and a pencil to each parent. Stress that they will keep this sheet themselves and no one will see it. Ask them to fill out the sheet. Be available for any questions.

#9
Summary

5 Minutes The class has had two parts today: the first was dealing with resources, how to find them and how to use them to help you. The second part was looking towards the future, using the skills you have learned in the past few weeks to plan for some short-term goals for the immediate future.

#10
Homework Activity.

> Teacher's Note: Give each person two copies of handout "Resource Record Sheet" and five copies of "Goal Setting" handout.

1. Follow up on two things that you have been meaning to get help with, or to have a question you have wanted to have answered. Use the handout "Resource Record Sheet" to keep track of how you are doing. Use the other handouts from the class to help you.

2. You have some more goal setting handouts. Each week set yourself another achievable goal. One might be to work on the resource follow-up we have just talked about. Give yourself lots of praise when you have reached your goal. Do not try to do too much, keep the goals manageable.

#11

Closing Activity: Guided Imagery.

5 Minutes I would like you to close your eyes and relax for a minute. Now I want you to think about the goal you chose just now to write down. Think about that goal. See yourself working towards that goal, it may be a small goal but that does not matter. Imagine yourself succeeding, how pleased you will be. Imagine who else might be pleased too. Congratulate yourself. You have done a good job. Keep your eyes shut a moment longer. Relax. Goodbye everyone and thank you.

#12

Evaluation

5 Minutes Thank you for filling out an Evaluation Sheet. If you have any extra comments about the class "Parenting Yourself and Your Child" as a whole, please feel free to turn over the page and write on the back. Thank you!

Appendix

1. Bibliography
2. Handouts for class use:
    a. Resource Finding
    b. When Telephoning
    c. When You Have an Appointment
    d. How To Be Assertive About Your Rights
    e. Positive Messages
    f. Goal Setting
    g. Evaluation
3. Homework Activity:
    a. Resource Record Sheet
    b. Goal Setting (same as 3 above)
4. Home Lesson Plan.
    a. Home Visit Information Sheet
5. Resources
    a. Resource Information in Your Community

Bibliography

1. Crystal and Bolles, Where Do I Go From Here With My Life, The Crystal Life Planning Manual, 1976.
2. Fensterheim and Baer, Don't Say Yes When You Want To Say No, Dell, N.Y. 1975.
3. Gassman and Deutsch, Increasing Options Through Life Work Planning, University of Wisconsin, Madison, Wisconsin, 1974.

Resource Finding

Infants (0-12 months)

1. Baby has not crawled or walked by 12 months of age.

   John reached one year old two weeks ago and his mother reports he does not walk yet and has never crawled. He seems content to lie on his back in his crib and look at the ceiling or play with his fingers. He does sit when placed in a sitting position, but makes no attempt to reach out or move from that one spot. Where should his mother go for help?

2. Post partum depression.

   The mother, Cindy, has 3-month-old twins. They have been difficult, colicky babies and the birth was a hard one for the mother. However, now the crying is less, and the twins are sleeping more hours, but Cindy still has hardly any energy to get herself dressed and washed in the morning. She shows little interest in the twins and the outside world. She is not eating well and is losing weight. Her husband realizes she needs help. Where should he go to get assistance for his wife's depression?

3. Free well-baby check-ups and immunizations.

   Mary has a new next door neighbor, a young mother with an infant. The neighbor asks Mary where can she get free well-baby check-ups and immunizations. Where would Mary send her in your area?

4. How to deal with a handicapped baby (deaf or hard-of-hearing).

   Jim and Peggy were shocked when they realized their one-year-old son was using no sounds and words and was not responding to loud noises near him or to his name unless he saw his parents faces very clearly. They suspected he had a hearing loss, how bad they did not know. Where should they turn for expert help on this matter?

5. Baby choking.

   Grandma was looking after 8-month-old Susie when she choked on a piece of toast. What should Grandma do to summon help in this emergency?

6. Baby not gaining weight and not eating well.

   Little Matt, aged 7 months, had not yet doubled his birthweight (which was 7 lb. 4 oz), and his mother said he would take only liquids - milk or apple juice, or very soft strained food. He was pale and listless with dark shadows under his eyes. Where should his mother take him to get some advice on his eating habits and to check his weight?

Pre-Toddler and Toddler (1-2 years)

1. Toilet Training.

Bobbie is nearly three-years-old and is not dry at night or in the daytime. He is not really bowel-trained either, although sometimes he will oblige his mother if bribed. His grandmother is shocked and swears all her children were toilet trained by 18-months, and that Bobbie's mother should get him checked out for problems. Should Bobbie's mother get help and, if she does, who does she ask?

2. Contraception and child-spacing.

Meg and Bill married young and are still in training at their jobs and do not earn very much. They are trying to save to buy a house, and as they already have one child who is 14-months-old, they do not want to have any more children for some years. Both of them want accurate advice on contraception, and also want to talk to someone about the problems of spacing their children so far apart, or even the possibility of having an only child. Where could they go for advice on both these matters?

3. A child who has eaten a poisonous substance.

Two-year-old Kathy comes into the house with red stains round her mouth, her older sister says she has been eating "seeds." Kathy's mother rushes to look at them and realizes they are possibly poisonous. What should she do in this emergency situation?

4. A child who does not speak by age two.

Phyllis has reached her second birthday before her parents realize she has no clear words although she appears to understand what is told her very well. In this busy, noisy family with lots of brothers and sisters, Phyllis has gotten by with pointing and grunting. What should her parents do now to get some help for her?

5. Day care for the under two-year-old.

Kate suddenly has to return to work full-time. However, she has her 18-month-old son to find care for. Where would she start to find out about day care options in her neighborhood?

6. Time for mother to be away from a child.

Jenny has a very demanding two-year-old who keeps her busy from morning to night. Jenny's husband works long hours six days a week. Jenny knows that a parent of a young child is under a lot of stress, she knows she has to have a break away from her child at least once a week if she is going to do the best job possible as a parent. What could she do to get some free time for herself?

Preschool

1. Preschool resources.

   Annie lives in an isolated area and is on welfare and food stamps. She realizes her four-year-old daughter needs to meet more children and have some preschool experience before she starts school next year. How would she go about finding out about what is available for her daughter?

2. Unwanted pregnancy.

   Karen had just separated from her husband and found a well-paying job when she found out she was pregnant. Where would she go for counseling and advice about this unwanted pregnancy?

3. Out-of-bounds behavior from a four-year-old.

   Sheila's four-year-old son was getting almost beyond her control, he was using four-letter words, fighting aggressively with neighbor children, was disruptive at preschool. She knew she was going to have to get some professional advice on how to handle her four-year-old's behavior, but where could she go?

4. Preschool program for children with special needs.

   Jack had been brain damaged at birth and was slow in developing in all areas, especially mentally. At three-years-old his parents wanted to get him some special help in a preschool that was geared to his special needs. How would they find out how to get him into a program for children with special needs?

5. Help for an alcoholic in the house.

   Four-year-old Phillip had nightmares, was clinging, shy and very fearful. His mother realized that this was in part due to his father having bouts of excessive drinking when the family life was severely disrupted. She realized she was going to have to seek help for the whole family if things were going to improve. Where would she go for help a) for her husband, b) herself, c) her children?

3

School Age

1. **Truancy from school.**

Casey's mother was horrified and surprised when her son's elementary school principal telephoned to say her son had been absent from school 12 times in the past month. Where should she go for help for her son's truancy from school?

2. **Unemployment and the family.**

Barb had changed schools five times in seven years due to her father's change of jobs. Now, just as she was feeling very settled in her present school and had made some friends, her father had lost his job. Rather than move again and unsettle the children once more, Barb's father decided to seek help in obtaining a job locally. How could he best do this?

3. **Help for single parents.**

Kelly is a single parent with three children ages 5, 7 and 10 years. Money was short and there never seemed to be enought left over for entertainment for the family after the basics were paid. Kelly also felt a real need to talk to other parents of young children at times. Where could she go to find the company of other single parents together with her children?

4. **Children taking drugs.**

Dave is 13 and has stopped communicating much with his family. He is running with a fast crowd at school, and on several occasions his mother has suspected that he has been under the influence of some drug. Where can the family get assistance in dealing with Dave's problem?

5. **Dealing with teacher problems at school.**

Chrissie is in the 5th grade and she is having trouble with her teacher at school who has been singling her out for attention, making her the subject of sarcastic remarks and jokes and generally picking on her. Chrissie's mother realizes she must do something as Chrissie has refused to go to school on several occasions now. Who is the person to turn to for help in this matter?

When Telephoning

1. Telephone only when you are not rushed and when you are sure you will not be interrupted for a few minutes.

2. Have a pencil and piece of paper ready.

3. Practice your questions ahead of time and if necessary write down on your piece of paper what information you want to know.

4. Ask for the person's name (and title or position) whom you talk to, and if you have been put through on a different line, ask for the telephone number too. If you have to telephone back, ask when is the best time to telephone and write it down.

5. If the person you talk to cannot answer all your questions or is not helpful, ask who else could you get the information from. Write down that information too.

6. Write down in shorthand form what was said, date the piece of paper and KEEP it until you are sure you do not need it any more.

When You Have An Appointment

1. Again make sure you have the name (and title if necessary) of the person you are to meet.
2. Be on time. If you are rushed you probably will forget to ask a vital question.
3. Be prepared: write out a list of questions beforehand.
4. Have a pen and take notes while the other person is talking and write down the answers to your questions. It is easy to forget information unless it is in writing.
5. If you are not getting all the help you need, ask where else you might go for help and note all names and telephone numbers.
6. When you get home, read through the information, put a date on it for future reference, and decide what to do next and act on it. If another telephone call has to be made, do it NOW.
7. Keep all information in a safe place. A file is great, but an old large envelope or shoe box will do, or a special drawer. Do not throw anything away, even when you think the problem has been settled.
8. If someone has promised to do "something by next week", write a note to yourself or mark it on your calendar to follow this up with a telephone call to check whether it has been done.
9. If your information source was frustrating, do not get mad at bureaucracy. Go home and punch a soft pillow until you feel better!

How To Be Assertive About Your Rights

1. Before telephoning or making an appointment, make sure you know exactly what you want. Write it down if necessary so that you won't forget or be put off track. Example: you are going to phone the doctor and talk to him personally about the treatment your child is getting which is not satisfactory. Write down exactly what your concerns are beforehand, plus any extra questions you might have.

2. When you telephone, state your purpose clearly so that anyone can understand. Example: "Hello, this is Mrs. Brown. I would like to talk to Dr. Smith directly."

3. Repeat what you want as often as necessary, also acknowledging what is being told you, but remaining calm and firm. Example: "Yes, I know the doctor is busy and has a patient coming soon, but I would like to talk to him personally." Repeat if needed.

4. Define the issue in specific terms. Example: "I need to talk to Dr. Smith because my child is not getting any better after taking the medication and this is the sixth day he has been absent from school."

5. Offer a workable solution and set limits. Example: "I realize the doctor cannot come to the phone now; I will be home at this number from 3-4 o'clock and I would like him to call me then" or "Could you be specific about what time I should telephone and talk to the doctor?"

6. You have the right to say no, without apologies or excuses, if it is not what you want. Example: "No, I do not want to talk to Dr. Smith's nurse, but I would like to speak to Dr. Smith."

Positive Messages That Both Parents and Children Need to Hear

You need to:

- Ask for what you want and need.
- Know that problems can be solved.
- Know that you are loveable.
- Know that you are special.
- Know that others are important to you.
- Know you are in control.
- Know that age appropriate behavior is healthy.
- Know that you can get what you need.
- Take care of yourself.

Session 10

Name:______________________

Date:______________________

Goal Setting

I want to achieve the goal of:

I will do so by [date]:

This goal meets the following goal setting criteria [check]:

_____ It is achievable - time, ability.
_____ I truly believe I can do it.
_____ It is specific and measurable.
_____ I want to do it.
_____ It does not have alternatives.
_____ It is not harmful to me or others.
_____ I have set a target date.

I achieved my goal on:

My feelings and thoughts about achieving this goal are:

Evaluation

For me this week's session was (please check one):

Excellent ______
Very good ______
Good ______
Fair ______
Poor ______

I found the following things most helpful and interesting:

I found these things were NOT useful or new to me:

I would like to suggest the following:

Thank you

Homework Activity Sheet

Resource Record Sheet

Problem ____

____

____

Put this into question form 1) ______________________________

2) ____

3) ____

Who to contact	1)	Tel. No.
	2)	Tel. No.
	3)	Tel. No.

What answers did I get?

How will I act on this information?

Do I need to ask some more questions?

Do I need to make an appointment to see someone?

If yes, when and where?

What was the result?

Summary

Session 10

Name:______________________

Date:______________________

Homework Activity Sheet

Goal Setting

I want to achieve the goal of:

I will do so by [date]:

This goal meets the following goal setting criteria [check]:

_____ It is achievable - time, ability.
_____ I truly believe I can do it.
_____ It is specific and measurable.
_____ I want to do it.
_____ It does not have alternatives.
_____ It is not harmful to me or others.
_____ I have set a target date.

I achieved my goal on:

My feelings and thoughts about achieving this goal are:

HOME VISIT INFORMATION SHEET

Visitor's name________________

Date________________

Day and time________________

Family name________________

How many people present________________

Ages of children present________________

Activities________________

Materials used________________

Handouts________________

Requests made for further information________________

Summary of visit________________

Suggestions for next visit________________

Home Lesson Plan

1. Quickly and briefly go over the previous class contents. If the parent was absent, give her the handouts and go over class material more thoroughly.

2. Check if the parent needs help with the resources she is working on and help her fill out the Resource Record Sheet. Suggest additional places she might try for help if she has not made much progress.

3. Discuss the goals the parent might be focusing on. Use the Goal Setting handout to see if progress is being made on working towards them. Give support and encouragement, make sure the goals are manageable.

4. Ask the parent(s) if there are any areas from all the previous classes where there might be some questions.

5. If the parent was absent at the last class, give the Evaluation Sheet for comments on the entire class of "Parenting Yourself and Your Child."

Resource Information In Your Community

Teacher's Note: You should have available for each member in your class the telephone numbers of the agencies offering help in the following areas. In King County, United Way provides a booklet "Where to Turn" which is published yearly with this information. For this booklet, write to: United Way of King County, 107 Cherry Street, Seattle, WA 98106; Telephone No. (206) 447-3700.

Also if you do not know which agency to call or cannot find a listing, call Community Information Line. 447-3200 (Mon-Fri: 8:30-5:30 p.m.)

Resource Listings

Abused Women
Alcoholism
Child Abuse
Child Welfare Services
Consumer Affairs
Counseling
Crisis Intervention
Day Care
Drug Abuse
Emergencies and Accidents
Emergency Assistance
Employment
Ethnic Groups
Family Planning, Planned Parenthood
Food and Nutrition Programs
Handicapped
Housing, low cost
Interpreters
Legal Aid
Medical and Dental
Mental Health
Pregnancy
Recreation
Social Security
Transportation
Veteran's and Service Aid
Youth Services

SECTION III

RESOURCES ON CHILD ABUSE AND NEGLECT

RESOURCES FOR EDUCATORS

The developers of this guide have chosen to provide these resources and background materials as an aide to educators who are working in the field of child abuse.

This section contains two monographs, THE ABUSIVE PARENT AND PROFILE OF A NEGLECTFUL PARENT, which were developed to give the educator concise background information and insights into these two types of parents. It is primarily for these parents that the curriculum guide was developed. It is these high risk parents who will be enrolled in the parenting skills class.

In addition, this resource section also contains materials from the Council for Preventional of Child Abuse and Neglect (CAPCAN) which may be used for the educators own information or for community education and awareness.

The Council for Prevention of Child Abuse and Neglect
1211 East Alder
Seattle, Washington 98122
(206) 343-2590

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The Abusive Parent

Introduction

The abusive parent is not necessarily on awful person, a "monster." As parents we all have the capability when under pressure to strike out in fear, anger and frustration, only most of us are able to keep it under control. Many abusive parents are humans caught up in the complexities of life over whicy they feel they have no control. They are, in the words of one authority, "copeless." Due to their background and rearing, they are unable to deal effectively with their problems. They suffer acutely from unfilfilled needs for nurturance and dependence. They are usually isolated and unable to reach out for help. They fear close relationships and lack the ordinary social and emotional support systems that most people have. Most have marital problems and never ending life crises. They lack nurturing child rearing techniques and have very unrealistic expectations for their children.

Childhood History

Most abusive parents were abused as children. It's the only form of parenting they know and they repeat the procedure with their own children. These parents were significantly and consistently deprived of emotional support as children. They learned early on not to count on adults for support or love. Abusive parents were never "parented" and they have grown into adulthood with tremendous unmet needs that carry over and shape their relations with others. Fear, anger and frustration are associated with these unmet needs and consequently abusive parents are more likely to act on these impulses.

Child abuse is a learned behavior; what a child learns he repeats as his "at home" feeling, a process or cycle that is passed along from generation to generation.

Self-Esteem

Abusive parents lack the skills and abilities that are learned as a part of growing up in a "normal" family. They were never brought along or developed. They have never learned to identify and obtain emotional support or how to cope with fear, anger and frustration and other aggressive feelings. As a result, they suffer a severe lack of self-esteem. They feel unloved, unwanted, worthless and, because of these feelings of low self-esteem, often act in ways that bring on criticism and rejection. They create their own self-fulfilling prophesy. While they desperately need support and reinforcement, they are at a loss as to how to achieve it and may often act in ways that deny them actually what they so want and need. They see themselves as worthless, unable to fill the expectations others have of them.

Isolation

Abusive parents are isolated individuals who haven't learned to trust. They expect very little from others in the way of friendship or support. They avoid being hurt or rejected by not developing close relationships. They are fearful of being as hurt as they were when they were children. The little child they once were lives on in them. These are hurt people who are still hurting and are hurting their children. They are isolated and cut off from a social or support network. If they "had a phone who would call?" In times of crisis, ordinary or extraordinary, they have little or no one to fall back on or to help out. Nor would they call others for support or help. "People have never helped before, why should they start now?" The social and emotional isolation can be profound. Some abusive parents are so suspicious of others that they will intentionally avoid help even when it is offered. Here is a family cut off from outside sources of support, with only family members to turn to. This internal dependency exacts pressures on the family that further increases the likelihood of abuse during a crisis. With no where to turn in times of stress, the potential abuser can become the actual abuser.

Marriage

The abusive parent with unfilflled needs, low self-esteem and little social support skill all too often picks as a spouse someone who suffers the same way. Together they have a shallow relationship, non-nurturing, non-supportive, non-communicative. Neither spouse is able to adequately support the other's needs. The spouses are perhaps drawn together out of need or fear rather than love.

Many abusive families have marital problems which lap over to the children. The children are often involved in the parents acting out of anger and frustration. One child may be abused or picked on because he reminds a spouse of the marital dissatisfaction. If the child reminds one spouse of the other, he may be a target for abuse. Some spouses pull at the children for attention - back and forth. Mutual abuse of a child may become the only thing the parents have in common. Children in this kind of marriage become a conductor for angry communication between two frustrated needy adults. If physical violence is part of the pattern in the marriage, it is likely to extend to the child as well. A pattern is then established in which violence and physical abuse is the result of the anger and frustration and the restraint of impulses to physical action is diminished.

Unrealistic Expectations

Due to their childhood backgrounds, most abusive parents are ignorant of realistic behavioral expectations for infants and children. They truly believe babies and young children should not be given into or "allowed to get away with anything." They must be shown "who is boss" and taught to respect authority and not become sassy or stubborn. The fear of spoiling, especially infants, is expressed to an extreme degree. Abusive parents have very unrealistic expectations of a child's developmental abilities.

They are unfamiliar as to what a child can be expected to do at certain ages. One parent was very pleased with her 10-month-old's ability to walk but was highly distressed by the fact he couldn't talk to her as her friend's 3-year-old could. Punishment is then given out when a child fails to meet inappropriate expectations.

For many of these parents, this child can be seen as an extension of themselves. They want the child to be perfect and to succeed where they did not and the pressure is on.

Individual Family Standards

Child abuse may also depend on the child rearing practices of the family. In some ethnic or cultural communities, certain child rearing patterns are considered acceptable to the milieu the child lives in, while these practices wouldn't be acceptable to another community or society at large. Standards differ and these punishment patterns may be passed on generation after generation long after they have become unacceptable to society.

Role Reversal

A rather common trait found in abusive families is role reversal where the child takes a parenting role towards the parent. The parent looks to the child or seeks in the child the security the parent never received as a child. The abusive parent growing up in a disastrous early childhood experience is himself abused, neglected and deprived. They somehow hope the child will love them and care for them as they have never been cared for in their own childhood. They hope the child will make up for their loveless childhood. They don't realize the amount of love, caring and support a parent must give to chilren. They may expect it from their very young child and when it doesn't happen, see it as another indication once again that no one cares, and lash out in anger and frustration. In role reversal, the child may fill any one of many roles in the family or parent's life. The child becomes or is expected to become the nurturer of the parent.

Crisis as a Precipitator

Often in abusive families stress and crisis are the triggers or precipitators of the abuse. Crisis sets the wheels in motion. Major or minor-- it starts. Sometimes stress can even be a way of life for this type of family. Everything constitutes a crisis and the parents not having resources to cope due to their background are unable to deal with daily pressure. Some families seem to actually generate crisis, perhaps to define themselves by it.

Coping with crisis takes self-confidence, know-how, ingenuity and courage. For the most part, abusive parents do not have these qualities and any crisis could have a greater impact on them. Crisis, not coped with adequately, lasts longer, becomes more distressing and can snowball into a more serious situation. Parents feeling pushed and pulled beyond their strength, feeling desperate, hopeless, helpless, alone, and inadequate, end up abusing their children. So complex is child abuse that correcting a family crisis may not solve all the abuser's problems. The abusing parents have to learn how to deal with all of the factors bothering them, how to get help and support, how to build satisfying relationships, how to get some "good stuff" in their lives, how to deal with anger and frustration, how to guide and discipline children, how to let children be children. There is a whole list of skills abusive parents need to learn before the abuse stops.

The Abusive Parent

No one abuser has all of the problems and characteristics we have listed. Some characteristics are even contradictory, but as a whole many abusive parents have a number of these characteristics in their backgrounds and families.

Child abuse knows no race, color, religion, educational background or economic status. It cuts across them all. it is found in all segments of society - more in some segments than others, but it is found everywhere in the cities, suburbs and rural communities.

Child abusers have two characteristics in common - they hurt their children and they, as adults, need help. Child abuse may occur from birth to adolescence.

Who Is Abused?

Who will be abused in a family? It's hard to tell. In some cases it will be a single child, in other cases all children in the family are abused. In some cases it is the special child - one who the parent sees as different or who actually is different mentally, physically or developmentally, the one who is handicapped or who requires special attention and management. This child may provoke resentment in the parent. For this child the parent-child bond may be too weak to protect the child from the parent's anger and frustration or from the parent who doesn't have good control over his impulses. In addition, sometimes these special children may react to the abusive dynamics in the family by developing traits that are obnoxious or unattractive, which only increases the likelihood of abuse. These children are in danger.

In other cases the child may not be that different, but the parent sees the child as different. The child may remind the parent of someone he/she dislikes or an unhappy marriage, or the parent may feel the child stifles or restricts the parent's life. Maybe the child is the wrong sex or has the wrong color hair or eyes.

It is difficult to know why one child is singled out. In most cases, the abuse begins at birth and is a pattern of behavior rather than a single incident. It is typically a pattern of behavior the effects of which are accumulated; the longer it continued, the more serious it becomes, the more serious the injuries. Child abuse is now defined as a non-accidental injury or pattern of injuries to a child. It is damage, mental or physical, to a child for which there is no reasonable explanation. if violence is the outcome of an unlived life, the pattern of abusers seems to fit this criteron. A disastrous child rearing experience begets disastrous child rearing experience, etc.

The W.A.R. Cycle

Dr. Ray Helfer, a prominent authority on child abuse, has developed a diagram which he calls the W.A.R. cycle - World of Abnormal Rearing, which probably best explains how child abuse develops. It is estimated that this cycle is present in 85% of all families who abuse children.

The W.A.R. cycle begins with conception - conception that results in a wanted pregnancy, wanted for selfish or unusual reasons, i.e. to have someone love them, to resolve the parent's own problem.

A child is born into an atmosphere of unrealistic expectations. To cope with these expectations, the child leans role reversal - in a sense taking care of the parent instead of being cared for. The child becomes compliant, doing for others; he/she does not have a normal childhood. They learn never to trust others.

Distrust of others leads to isolation. The children find they had better handle their own problems. They are unable to rely on others when they have a problem. "Friends" are few and their own family untrustworthy. Isolation gives rise to the inability to cope, with the feeling that "I am worthless, I am no good." By adolesence, W.A.R. children had had, for the most part, a disastrous experience with home, school, parents and friends. Their ability to select friends who are helpful and supportive and caring is poor. They have never attained the necessary skill to gain and keep these types of people. This places in jeopardy their ability to select a helpful, supportive mate. The mate who is selected is most probably inadequate and unhelpful. The W.A.R. cycle is then repeated as a new child is conceived in the hope that it will meet these unfilfilled needs left over from childhood.

Identifying the Abused Child

Abusive parents and abused children need a tremendous amount of help. It is the first years in which the pattern is being established that are most dangerous for the young child. The majority of children who die from child abuse are under the age of five years. They do not have the language development to articulate their needs or hurts. Even when a child is school age does not mean that they will tell people or seek help. Abused children are suspicious of adults. They view adults as cruel and untrustworthy. Adults have not been helpful in the past, so there is no reason for thinking an adult would help now. Most abused children will not seek out help directly. One cannot expect that they will approach you. The abused child can usually only be identified by observation, awareness and knowledge of the behavior of abused children. It will not only be the bruises or neglect you might notice but also the patterns of their relationships with others.

Parenting Classes

Abusive parents can be helped to change their lives and behaviors. They can be taught coping skills and to work on developing a support system of friends, to develop a fuller life, to cut down on their distrust and isolation. They can be taught good child rearing techniques and to develop an understanding of age appropriate needs, traits, tasks and expectations for their children. They can be taught how to appropriately express their negative feelings. Dr. Helfer estimates that only 10-15% of abusive parents are psychotic or seriously mentally ill - they need psychiatric treatment programs rather than education. This leaves 85-90% of the abusive parent population able to benefit from educational courses on child development and the teaching of coping skills behavior. These parents can learn through education and skills training to break the cycle of abuse.

PROFILE OF A NEGLECTFUL PARENT

While our society links child abuse and neglect together, they are not the same, there are recognizable differences between them.

"Child neglect may be defined as a condition in which a caretaker responsible for the child either deliberately or by extraordinary inattentiveness permits the child to experience avoidable present suffering and/or fails to provide one or more of the ingredients generally termed essential for developing a person's physical, intellectual and emotional capacities."[1]

Child abuse involves the use of force by a caretaker and can be defined as an act of commission. Neglect, on the other hands, seems to be an act of omission by the caretaker, caused by or exaggerated by poverty or ignorance. Neglect usually represents a failure by the caretaker to perform adequately the parental duties of supervision, nurturance and protection. Neglect involves inadequate physical or medical care, improper supervision, exposure to unhealthful, unwholesome or demoralizing circumstances. While neglect may be a form of cruelty, conscious intention by the caretaker to neglect a child may be very hard to determine.

Factors in Neglect

While the majority of abusive parents have been abused themselves as children, neglect seems to have many factors that may contribute to or lead to neglect:

1. Use of drugs.
2. Alcoholism.
3. Mental disability.
4. Low intelligence.
5. Severe illness.
6. Overwhelmed parent.
7. Single incident of carelessness or thoughtlessness.
8. Lacunae - missing piece of knowledge.
9. Cultural norms of parenting - minorities, counterculture, foreign culture, religious or dietary habits.
10. Rejection and neglect in childhood.

Profile of a Neglectful Mother Who Was Rejected as a Child

Society has a certain set of norms associated with good mothering, the neglectful parent violates those norms. What is the neglectful parent like? How did she get this way? How might we help her?

---

[1] Polansky, Haller, Polansky - Definition of Neglect.

Selected Readings On Child Neglect HEW Publication 1980

The following profile is a composite of one type of neglectful parent, the woman who was herself rejected as a child and who is today an immature, needy, childlike adult having great difficulty meeting the needs o her own children.

Very often this type of neglectful mother is a mother only in the sense that she gave birth to the child, emotionally she is still a child hereself and she is not emotionally mature enough to cope with the demands of parenthood. Physically she may appear or give the impression of being much younger than her actual age. This neglectful mother has little nurturing love to give as she rarely has received any love from her parents as a child. One neglectful mother reported that her mother told her "I cursed the day you were born." Some of these neglectful parents seem to suffer deep and pervasive character disorders as a result of their childhood upbringing. They are apathetic, feel hopeless and helpless and are often driven to act on impulse.

This neglectful mother feels lonely, isolated, an outcast. Relatives either cannot or will not provide the mother with any meaningful support. She feels trapped with few friends or support systems she can count on. She seldom leaves her home as there is not place to go or no one to see. She is indeed alone and has few supportive relationshipss with others.

This type of neglectful mother struggles with resentment and hostility towards her own mother, caused by the past rejection. (Because she has lacked a positive feminine role model, there may be sexual confusion and promiscuous behavior and acting out before or even during marriage.) She may wish her mate to be both mother and father to her and quite often the mate will leave her, unable or unwilling to bear up under such heavy childlike dependency needs. She may view her children as siblings and compete with them for attention from others.

This type of neglectful mother often acts like a child. Anyone dealing with her needs to respond to this component of her personality. She is not an adult. She needs to develop a positive relationship with a mothering figure and to have her dependance needs taken into consideration. She is like a needy child.

If this neglectful mother has suffered rejection by her own mother, she may expect other mother figures to reject her as well. She does not want to be hurt the same way again and she will often fight or frustrate those trying to help her. This neglectful mother has rarely experienced a relationship in which she was the center of concern. She may resent and rebel against authority figures. Her childhood was filled with rejecting, demanding relationships from others who exerted power over her and she may herself carry this over into today and treat her children the same way. It is difficult to help this type of neglectful parent.

What the "little girl" neglectful mother needs most of all is tangible evidence from people working with her that they care. She needs to be given love, acceptance and understanding in an effort to help her grown emotionally and to reduce the negative images she has of her mother and nurturing. By identifying with the caring person's values and ways of doing things, she can begin to think of herself and her role as a parent in new ways. The neglectful mother needs to experience the pleasures and rewards of parenting. This is a long, difficult task. It matters little whether the family has a low or high income level, the lifelong traits of rejection, depression, isolation, futility and impulsivity make "neglect" a difficult case to deal with. For this type of neglectful parent, one begins by parenting the mother.

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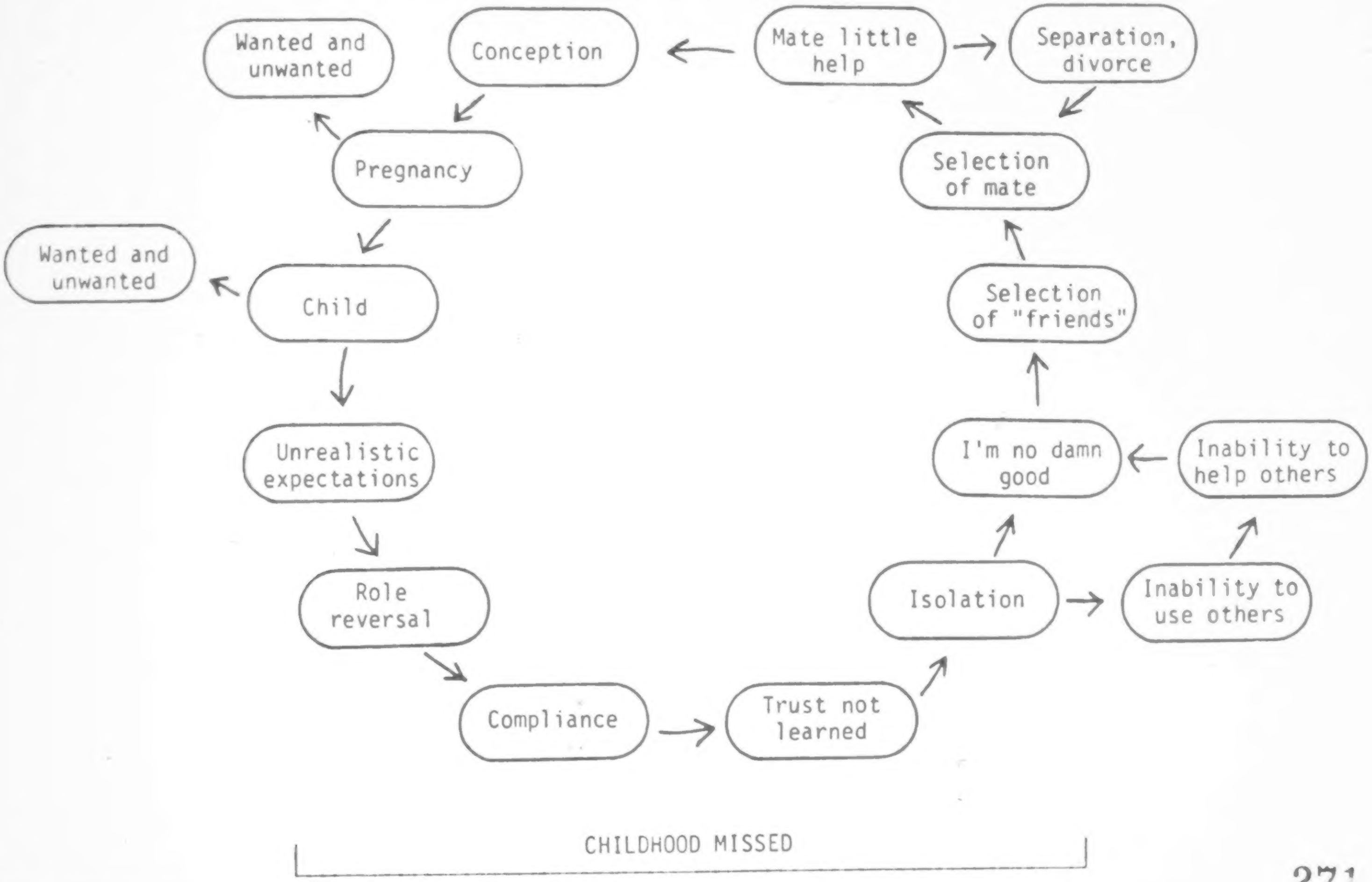
CAPCAN MATERIALS

THE WORLD OF ABNORMAL REARING (W.A.R.) CYCLE*

The W.A.R. Cycle was developed by Dr. Ray Helfer. The material under each heading in this manual is based in part on his lectures and publications. Although these notes summarize relevant points for presentation to foster parent trainees, the instructor is urged to consult the original printed sources for a more thorough treatment of the subject. Two good publications on the W.A.R. Cycle are Child Abuse and Neglect, The Diagnostic Process and Treatment Program, U.S. Department of Health, Education and Welfare, (OHD) 75-69, 1975, and Pediatric Basics.


Conception
Wanted and unwanted
Pregnancy
Wanted and unwanted
Child
Unrealistic expectations
Role reversal
Compliance
Trust not learned
Isolation
Inability to use others
Inability to help others
I'm no damn good
Selection of "friends"
Selection of mate
Separation, divorce
Mate little help
CHILDHOOD MISSED

---

* Developed by Dr. Ray Helfer

THE PROBLEM

Child abuse has been defined as a non-accidental and physical injury (severe beatings, burns, human bites, immersion in scalding water); sexual abuse or exploitation (rape, incest, fondling of genitals); neglect (failure to provide a child with basic necessities of life: food, clothing, shelter, medical care); and further, as any other action that hinders the normal, mental and physical growth and development of children.

Child abuse and neglect is a problem of epidemic proportions in our society today. It is the second largest killer of children under the age of five in the nation.

IN THE UNITED STATES:

OVER ONE MILLION CHILDREN ARE ABUSED EACH YEAR
OVER 2,000 CHILDREN ARE SERIOUSLY INJURED BY ADULTS EACH YEAR
BETWEEN 3,000 AND 5,000 CHILDREN DIE NEEDLESS PAINFUL DEATHS ANNUALLY

IN WASHINGTON STATE:

OVER 37,000 REFERRALS WERE MADE TO CHILD PROTECTIVE SERVICES IN 1980

(The average monthly reports were 2,263 in 1978, 2,730 in 1979, and 3,122 in 1980)

IN KING COUNTY:

OVER 7,000 REFERRALS WERE MADE TO CHILD PROTECTIVE SERVICES IN 1980

(The average monthly reports were 458 in 1978, 510 in 1979, and 612 in 1980)

Child abuse hurts everyone. Although children are the most obvious victims, they are not the only victims. Those who abuse are victims too...of psychological and sociologoical stresses they are unable to handle, of the effects of themselves having been abused, and of not having any knowledge of how to handle a child or what to expect from a child. And, finally, society is also the victim of child abuse...when the productivity and promise of just one child - our greatest natural resource - has been lost because of it.

Child abuse and neglect is clearly a subtle and stubborn as well as crippling disease of epidemic proportions that so permeates all aspects of our culture and society that it is often difficult to discern or to prescribe effective treatment. Of all felons in prison, 80% were abused or neglected as children. Maintaining an inmate for a year costs from $12,000 to $25,000 and treating each case of child abuse costs approximately $7,000, yet may not be effective, "after-the-fact", in half the cases. However, based on what we've already learned from research, child abuse and neglect can be curbed through PREVENTION without dramatically altering our society.

........There is hope for the battered child
There is hope for the battering parent
In the end it is up to you...nobody else
The respect and love you have for yourself
will reflect on your child...
Handle yourself with care and you have.....
started to handle you child with care!

(From "Fragile, Handle with Care")

COMPONENTS NECESSARY FOR CHILD ABUSE TO OCCUR

1. Parent Capable of Abusing
2. Child...special
3. Crisis

1. PARENTAL CHARACTERISTICS:
    1. Poor relationship with own parents.
    2. Poor self-image.
    3. Poor relationship with spouse.
    4. Poor relationship with other people.
    5. Poor relationship with child (unrealistic expectations, etc.)

2. CHILD......SPECIAL:
   Unwanted, unplanned, wrong sex, looks like hated or feared person, physical defect, handicapped, retarded, hyperactive, premature, sickly, etc.

3. CRISIS:
   Financial, marital, separation, death, illness, divorce, move, job loss, trouble with the law, etc.

HELFER & KEMPE describe several conditions under which child abuse is likely to occur:

1. The parent was emotionally or physically abused as a child.
2. The parents are often isolated, feeling they have no one to turn to in time of need.
3. The spouse is absent, compliant with the abuse, or fails to provide support for the marital partner.
4. The parent unrealistically expects the child to gratify the dependency needs of the parent. The child is seen as different from other children.
5. Generally, there is also some form of crisis, real or imagined, that sets the abusive act in motion.

....A working DEFINITION OF CHILD ABUSE might include the following considerations:

1. The parent inflicts, or fears he may inflict, serious physical damage to the child.
2. The parent does not provide adquate physical care or nuture for the child.
3. The parent punishes the child verbally or physically when the child has done nothing "wrong"; or, the punishment is far out of proportion to the offense.
4. The parent expects the child to care for him, either physically or emotionally. (role reversal)
5. The parent reacts to normal child behavior as though the child were attacking the parent ("The baby tries to get me!", or, "He's a demon, out to destroy everything I value.").
6. The parent is not emotionally involved with the child. (This we often see as the parent's defense against his abusive tendencies - he fears that if he becomes emotionally involved with the child, he may hurt the child.)

ABUSIVE AND NEGLECTFUL PARENTS

In identifying parents who are at high risk to abuse, the following indicators may be helpful:

PARENTS WHO EXPECT TOO MUCH....

make unrealistic demands on a child for early control of feeding, sleeping and elimination habits. Such parents will complain excessively about table manners, defiance or "deliberate soiling".

complain frequently that a child cries excessively "for no good reason"

consistently attribute unrealistic or inappropriate motives to an infant's behavior, i.e. "he knows it will make me made, but he still does it"

PARENTS WITH A NEGATIVE ATTITUDE TOWARDS THEIR CHILDREN....

seem indifferent to, deny, are aware of, or seem annoyed by injury, illness or developmental delays in their children

do not seem sensitive to their child's basic needs for good shelter or clothing

seem preoccupied with the fear that their children will grow up to be delinquents or criminals unless they are severely punished in childhood

tell you how "nervous" their child makes them

scapegoat one child as being "different" or "bad"

ADDITIONAL FACTORS TO LOOK FOR IN PARENTS:

socially isolate and have little opportunity for time away from their children
unrealistic expectations of themselves as parents
indicate that they themselves were harshly treated as children
express fear that they may harm their children
sense of self-esteem is low
indicate that their relationship with their parents is poor
uncomfortable in relating to child in presence of other adults
anger about child's behavoir is out of proportion to situation

LOOKING FOR STRENGTHS IN THE FAMILY:

All too often it is the tendency of those working with families with abuse problems to focus on signs of pathology and dysfunction. While it is important to recognize both, it is of equal importance to look for evidence of healthy functioning:

evidence of parent's ability to reach out to others for support/comfort
indications of insight into the cause of family stress
parent's willingness and ability to help each other
family member's willingness to work together to solve problems
realistic aspirations and goals that parents have for themselves and children
good health
specific marketable skills possessed by family members

By identifying the strengths which exist in the family you will be able to reinforce them. In addition, you will be able to communicate these strengths to other professionals who will be working with the family and assuming responsibility for on-going treatment.

INVOLVING THE PARENT

When you report a case of suspected abuse or neglect, it is of the utmost importance that you inform the parents of your decision to report. You are less likely to jeopardize your relationship with the parents if you are honest about your action from the onset.

Parents may respond by being angry as well as by denying the abuse. In fact, they themselves are in crises, afraid of losing their child, and fearful about what will be done to them. If you are clearly informed about the reporting process, you can reduce much of the parents' anxiety by disclosing what will happen to them. In addition, if you are aware of the help resources in your community, you can "plug" parents into those resources at a time when their need for crises intervention is most acute.

AS THE REPORTING PERSON, YOU ARE THE FIRST LINK IN THE CHAIN OF REHABILITATION FOR THE WHOLE FAMILY. HOW YOU RELATE TO THE FAMILY CAN BE THE CONDITIONING FACTOR FOR HOW THEY PERCEIVE THOSE WHO WILL FOLLOW IN THE HELPING PROCESS. YOUR ATTITUDE CAN MAKE THE DIFFERENCE BETWEEN A FAMILY THAT EXPECTS AND ACCEPTS HELP AND ONE THAT IS DEFENSIVE AND HOSTILE.

RECOGNITION OF CHILD ABUSE

THE DIAGNOSIS OF PHYSICAL ABUSE SHOULD BE CONSIDERED WHEN SOME OF THE FOLLOWING ARE PRESENT

WHEN THE PARENT

1. Shows evidence of loss of control, or fear of losing control.
2. Presents contradictory history.
3. Projects cause of injury onto a sibling or third party.
4. Has delayed unduly in bring child in for care.
5. Shows detachment.
6. Reveals inappropriate awareness of seriousness of situation (either overaction or underaction).
7. Continues to complain about irrelevant problems unrelated to the injury.
8. Personally is misusing drugs or alcohol.
9. Is disliked, for unknown reasons, by the physician.
10. Presents a history that cannot or does not explain the injury.
11. Gives specific "eye witness" history of abuse.
12. Gives a history of repeated injury.
13. Has no one to bail her (him) out when "up tight" with the child.
14. Is reluctant to give information.
15. Refuses consent for further diagnostic studies.
16. Hospital "shops".
17. Cannot be located.
18. Is psychotic or psychopathic.
19. Has been reared in a "motherless" atmosphere.
20. Has unrealistic expectation of the child.

WHEN THE CHILD:

1. Has an unexplained injury.
2. Shows evidence of dehydration and/or malnutrition without obvious cause.
3. Has been given inappropriate food, drink and/or drugs.
4. Shows evidence of overall poor care.
5. Is unusually fearful.
6. Shows evidence of repeated injury.
7. "Takes over" and begins to care for parent's needs.
8. Is seen as "different" or "bad" by the parents.
9. Is indeed different in physical or emotional makeup.
10. Is dressed inappropriately for degree or type of injury.
11. Shows evidence of sexual abuse.
12. Shows evidence of repeated skin injuries.
13. Shows evidence of repeated fractures.
14. Shows evidence of "characteristic" x-ray changes to long bones.
15. Has injuries that are not mentioned in history.

PROFILE OF NEGLECT

PARENTS

1. Exhibit behaviors of despair and defeat.
2. Do not have defined family role responsibilities.
3. Seem indifferent to the problems and behaviors of their children.
4. Neglect their own basic needs for food, shelter, medical care.
5. Neglect their children's basic needs for food, shelter, medical care.
6. Do not work, talk, and play with each other.
7. Live without the rewards of adult friendship networks.
8. Expend much time and energy meeting "crises".
9. Expend little energy planning for ordinary, recurring family needs.
10. Leave young children alone for long periods of time.

CHILDREN

1. Lack the security of limits.
2. As preschoolers, grow up strangers to local parks, playgrounds, zoos.
3. Endure. Do not blossom with play and laughter.
4. Go to school hungry and dirty. Are shunned by classmates because they "smell".
5. Have no consistent age-appropriate responsibilities.
6. Have no experience with the pull of a steady goal.
7. Come to substitute dreams for action, fantasy for reality.
8. Have little practice in friendship behaviors: approaches, sharing, goodbeyes.
9. Become truant. Sexually misbehave. Steal.

HOME

1. Embodies the despair of the parents in its filth and clutter.
2. Does not offer refuge of privacy to either adults or children.
3. Has frequent "emergencies".
4. Lacks the routine of commonly shared meals, chores, socializing.
5. Evokes gloom and apathy even in visitors.
6. Never bustles with preparations for joyous occasions.

HELPING THE PARENTS

The kind of help abusive parents have responded to is more intense and personal than is usual in therapeutic relationships. It is sometimes called "reparenting" or nurturing. In practice, it involves meeting their many needs.

- The parents need help to feel good about themselves - to compensate for the devastating belittling they have experienced through their lives.
- They need to be comforted when they hurt, supported when they feel weak, and liked for their likable qualities.
- They need someone they can trust and lean on, who will be on time for appointments, who will be there in times of crisis, and who will put up with their crankiness and complaining.
- They need someone who will not be tricked into accepting their low sense of self-worth.
- They need someone who will not be exhausted with them when they find no pleasure in life, and when they defeat all attempts to help them experience pleasure.
- They need someone who can help them meet their practical needs, either by directing them to appropriate resources or by providing more direct help.
- They need someone who understands their difficulties in having dependents when they themselves have never been able to be dependent.
- They need someone who will not criticize them, even when they ask for criticism, and who will not tell them how to manage their lives.
- They need someone who will help them understand their children, without making them feel either called upon to understand what they cannot or stupid for not having already understood.
- They need someone who can give to them without making them feel inadequate for their need to be given to.
- They need someone who does not need to use them in any way.
- They need to feel valuable. Eventually, they need to be able to help themselves and to have some role in helping others.

Child Abuse and Neglect: The Problem and Its Management, Vol. II, DHEW Publication #75-30074 - P 4-5.

WHAT IF YOUR CHILD TELLS YOU SHE OR HE HAS BEEN SEXUALLY MOLESTED?

Be aware that:

1. Children are usually molested by people they know - often a relative or friend of the family.
2. Children are usually not violently attached or hurt physically during a sexual assault.
3. Children very seldom lie about such a serious matter.
4. Not all children are able to tell parents directly that they have been molested. Changes in behavior, reluctance to be with a certain person or go to a certain place may be signals that something has happened.

What do do immediately:

1. Go with the child to a private place. Ask the child to tell you what happened in her/his own words, and listen carefully.
2. Tell her/him s/he did well to tell you, that you are very sorry this happened, and that you will protect her/him from further molestation.
3. If you suspect your child has an injury, contact your regular physician or Harborview Medical Center's Emergency Room immediately.
4. You may call the policy immediately and a uniformed officer will come to your home to take an initial report.
5. You may call the Sexual Assault Center, 223-3045/223-3010 (Emergency Room Social Worker) for advice and information about what to do. 632 - RAPE and Children's Protective Services, 464-7333, are also e available 24 hours a day.

Helping your child following the assault:

1. Continue to beieve your childand do not blame your child for what happened.
2. Consult with your physician or the Sexual Assault Center regardiong need for medical examination.
3. Instruct your child to tell you immediately if the offender attempts sexual molestation again or bothers her/him in any way.
4. Give your child reassurance and support that s/he is okay.
5. Respond to questions or feelings your child expresses about the molestation with a calm, matter-of-fact attitude but do not pressure your child to talk about it.
6. Respect privacy of child by not telling a lot of people or letting other people question her/him.
7. Try to follow regular routine around the home (expect usual chores, bedtimes, rules).
8. Inform brothers/sisters that something has happened to the child but that it is being taken care of - do not give details.
9. Take the time to talk it over privately with someone you trust - your spouse, a friend, a relative, a counselor; express your feelings. Do not discuss the situation in front of your child/children.

LAW AND REPORTING

CHILD ABUSE IS AGAINST THE LAW

It is against the law to abuse any child. Child abuse is governed by state law. Every state has a law that requires certain persons or groups of persons to report suspected cases of child abuse. The legal definition of child abuse varies from state to state. Every state has at least one state agency to receive and investigate suspected cases of child abuse. That agency—is usually called the Department of Protective Services, Social and Rehabilitation Services or the Bureau of Children and Family Services.

The purpose of requiring the reporting of suspected cases of child abuse is to identify the child in peril. Only after the danger has been identified can protective services be offered. Any person who suspects that a child has been abused should report his suspicions to the appropriate agency.

It should be noted here that in many states penalties for abusing animals are more severe than those for abusing children.

WHAT HAPPENS IF YOU REPORT A SUSPECTED CASE OF CHILD ABUSE?

Every state requires that an investigation be made once a report of suspected abuse has been received. The purpose of the investigation is to determine if the child is in immediate danger.

If the investigation shows that the child is in immediate danger, or has been abused, there must be an immediate determination of what services are needed and what services are available. The child may be removed immediately from the home by a court order. The identification is referred to as the development of a "treatment" plan. In the majority of cases, the treatment plan is determined and implemented in a voluntary basis by the family and the welfare agency.

If, however, the child's injuries are severe, there is a history of past abuse, and if the parents are uncooperative, the child abuse case may be referred to the juvenile court or a family court, or a district court within the juvenile jurisdiction. The purpose of the juvenile court is not to punish. It is to protect the child.

"WHILE WE CANNOT BE CERTAIN THAT THINGS WILL GET BETTER IF WE REPORT, WE CAN BE CERTAIN THAT THINGS WILL GET WORSE IF WE DO NOT REPORT."

REPORTING CHILD ABUSE

WHO REPORTS OR CAUSES A REPORT TO BE MADE?

Any citizen may report a suspected instance of child abuse or neglect. Those required to report include:

PRACTITIONERS OF THE HEALING ARTS (PODIATRISTS, OPTOMETRISTS, CHIROPRACTORS, REGISTERED AND LICENSED NURSES, DENTISTS, SURGEONS, PHYSICIANS AND RELIGIOUS HEALING PRACTITIONERS)

PROFESSIONAL SCHOOL PERSONNEL

SOCIAL WORKERS

PHARMACISTS

PSYCHOLOGISTS

EMPLOYEES OF THE DEPARTMENT OF SOCIAL AND HEALTH SERVICES

WHAT TO REPORT

Instances of non-accidental injury, neglect, death, sexual abuse and cruelty to children by their parents, caretakers, guardians, and instances where a child is deprived of his right to conditions of minimal nature, health and safety.

DEFINITION OF "CHILD"

Any person under the age of 18 years and any developmentally disabled person, regardless of age.

HOW TO REPORT

TO WHOM - LAW ENFORCEMENT AGENCY (POLICE, SHERIFF) OR DEPARTMENT OF SOCIAL AND HEALTH SERVICES

WHEN - IMMEDIATELY BY PHONE (UNLESS REQUESTED IN WRITING)

INFORMATION NEEDED:

*NAME, ADDRESS, AGE OF CHILD
*NAME, ADDRESS OF PARENTS OR GUARDIAN, PERSON HAVING CUSTODY
*NATURE AND EXTENT OF CHILD'S INJURY, PHYSICAL NEGLECT AND/OR SEXUAL ABUSE
*EVIDENCE OF PREVIOUS INJURY (INCLUDING NATURE & EXTENT)
*OTHER INFORMATION THAT MAY BE HELPFUL IN ESTABLISHING THE CAUSE OF CHILD'S DEATH OR INJURIES AND IDENTITY OF PERPETRATORS

WHAT HAPPENS WHEN YOU REPORT - The local office of the Department of Social and Health Services according to law, must investigate all reports. Based on the findings of the investigation, the DSHS will decide what action to take to protect the child or developmentally disabled person. This action is typically rehabilitative; but if the child or developmentally disabled person continues to be endangered, or if a crime may have been committed, legal action through the court system may be necessary.

WHAT DO I DO WHEN I SEE AN ABUSED OR NEGLECTED CHILD?

"THE PHYSICAL, DEVELOPMENTAL AND SOCIOEMOTIONAL COSTS OF FAILING TO REPORT A CHILD WHO IS INTENTIALLY MALTREATED BY PARENTS AND/OR SURROGATE PARENTS ARE OF SUCH MAGNITUDE THAT FAILURE TO REPORT IS INTOLERABLE."

REPORT (GENERAL)

Reporting is the beginning of a process that can help parents protect their own children.

Reporting should be regarded as a request for an investigation to begin that will help parents protect their children.

A report is not an accusation nor a proven fact. It is the raising of a question.

State laws, specify policies, procedures, and regulations for reporting of HOW, WHEN and TO WHOM.

A large amount of money is not necessary for an effective child protection reporting system.

Parents have the right to be notified when a report of nonaccidental injury to their child is filed.

A report of suspected child abuse or neglect is just that - and the operative words are "report" and "suspected".

The child must be told what will happen.

REPORT (EDUCATION)

When local education agencies adopt guidelines for reporting, they should maintain liaison with the service agency mandated to handle child abuse cases.

School policy should reflect the procedure and guidelines of the mandated service agency.

Procedures vary, and mandated reporters must know what is required.

The reporting process moves more smoothly when the steps to be taken are specified and widely known.

Sending an injured child to school is often a cry for help by the parents.

An educator who reports is standing on firm legal ground backed by authorities.

Often it is necessary to involve the police in child abuse cases. The police can insure the safety of the child, as no other agency can.

Parents have the right to be notified when a school makes a report.

Parents are less hostile and resentful when they understand that the school has a legal responsibility to fulfill by reporting. The child must be told what will happen.

Educators can begin to solve the problem of child abuse by reporting.

Discipline vs. Abuse

Child abuse occurs too often and with disastrous, even deadly, results. Many people, and society at times, become direct and indirect apologists for abuse. The difference between abuse and discipline is not always agreed upon. Sayings like "Spare the rod and spoil the child," and "Honor thy father and thy mother" do little to clarify the distinction.

THAT CHILDREN NEED DISCIPLINE IS CLEAR. USUALLY, HOWEVER, THEY NEED TO BE DISCIPLINED FAR LESS THAN PARENTS THINK. Remember:

Discipline is not a punishment.

Discipline is not shame.

Discipline is not guilt.

Discipline helps the child to think.

Discipline helps the child to grow intellectually and morally; it enhances his self-confidence and self-image.

Discipline is best taught by example.

DISCIPLINE IS DESIGNED TO HELP THE CHILD CONTROL AND CHANGE HIS BEHAVIOR, THEREBY GUIDING THE CHILD INTO ADULTHOOD.

ABUSE, on the other hand, does not take the child's future into consideration. It is not designed to help the child learn socially acceptable ways of expressing natural desires and drives. Abuse dumps an adult's feelings on the child in a harmful or neglectful way. This satisfies the adult's needs, but it does not satisfy the child's needs.

DISCIPLINE HELPS THE CHILD LEARN A LESSON THAT WILL CARRY OVER AND POSITIVELY AFFECT FUTURE BEHAVIOR. ABUSE has the opposite effect. It affects the child's future behavior in ways that are increasingly less desirable to the parents. Abuse leads to more anger, more hatred, more deviant activity, which in later life are frequently vented against society.

DISCIPLINE ENHANCES THE CHILD'S SENSE OF SELF-WORTH. It helps the child learn self-control, a quality he can take pride in. Discipline helps the child to fit into the family and society in a comfortable way, which leads him to conclude that he is basically a good, strong, and effective person. DISCIPLINE IS NOT SHAME OR GUILT.

One form of abuse that is often overlooked is shaming the child. Shame is designed to destroy the child's self-image. It is designed to make the child believe that there is something wrong with him.

WHAT PHYSICAL INJURIES ARE MOST LIKELY TO OCCUR?

The most common types of physical abuse injuries are bruises, welts, scars, fractured bones and burns. Lacerations and abrasions may also occur frequently. However, bruises by far are the most common.

BRUISES - Injuries in which there is no breakage of skin are bruises. The small blood vessels beneath the skin break and blood leaks into the tissue. The bruises also change color over time. Initially bruises are blue to purple and over a period of time they change to yellow. It is difficult to determine the age.

WELTS - Ridges or lumps on the body usually caused by a blow.

SCARS - Marks on the body which are the result of the healing of a wound.

FRACTURED BONES - Broken bones which may not be observed by most persons.

BURNS - Redness, blistering and peeling of skin caused by heat, chemicals.

LACERATIONS - Torn and raggd cuts.

ABRASIONS - Injuries in which the outer layer of skin is scraped or worn away.

Any of the above injuries could be the result of accidental injury as well as abuse. Accidents are a leading cause of injury and even death among children. How do you determine whether an injury was accidental or caused by abuse? There are no hard and fast rules, however, there are some guidelines which can help in determining whether or not to report.

GUIDELINES FOR OBSERVING INJURIES:

I. WHERE ARE THE INJURIES LOCATED? IS THIS TYPE OF INJURY WHAT ONE WOULD NORMALLY EXPECT FOR THE CHILD'S AGE GROUP?

For example, bruises on a child which are found on the elbows, knees, shins, even on the forehead would be considered normal for the age group in most circumstances. If these bruises were found on the back, buttocks, thighs, face, genital area, back of legs one would be suspicious.

II. HOW MANY INJURIES DOES THE CHILD HAVE? ARE THESE SEVERAL INJURIES OCCURRING AT ONE TIME? OR HAVE THERE BEEN SEVERAL INJURIES OVER A PERIOD OF TIME?

The greater the number of injuries, the more likely abuse occurred. In the same manner, the presence of many injuries which are at various stages of healing could indicate repeated injury.

III. WHAT IS THE SIZE AND SHAPE OF THE INJURY?

Many injuries are inflected by familiar objects-sticks, boards, hair brush, belt. For example, a stick or rope could cause a bruise in a straight line. A bruise might also resemble the shape of a belt buckle, a looped electric wire or a hair brush. A small round burn could have been caused by a cigarette or lighter.

IV. DOES THE INJURY FIT WITH THE EXPLANATION?

If an injury is accidental, there should be some reasonable relationship between how the injury happened and the severity, type and location of the injury. One should become suspicious when the history of how the injury happened and the appearance of the injury do not seem to be related.

PARENTS ANONYMOUS

A HELPING HAND

Parents Anonymous is a crisis intervention program to help parents prevent damaging relationships between themselves and their children.

We provide a long or short term "DO IT NOW" approach to help establish, strengthen and maintain a healthy emotional and physical co-existence between parents and their children. Our goal is to rechannel destructive attitudes and actions into constructive ones. Reaching this goal with Parents Anonymous members will produce a lifetime of more meaningful experiences for the families involved. We believe that the parent-child relationship is the most important one a child forms. Destructive parenting can, and often does, produce physically and emotionally damaged children.

Parents Anonymous offers positive behavior alternatives in our "DO IT NOW" approach to alleviate critical parenting problems. We believe that this method can curb the painful day-to-day deterioration found in many family relationships.

We accomplish our helping nature by meeting once a week, for two hours. We share telephone numbers, this stops isolation which is a contributing factor of child abuse and neglect. We provide love, warmth, and understanding for each other through peer level support when communicating our problems.

For more information on Parents Anonymous Chapters in King County call the COUNCIL FOR PREVENTION OF CHILD ABUSE AND NEGLECT, 343-2590. For information on other state chapters call the Washington State Coordinator of Parents Anonymous, Fay Benjamin (206) 565-0267.

Parent Aide Program

The first parent aide program was developed in Denver, Colorado, in 1968 as a result of Dr. C. Henry Kempe's study of battered child syndrome and his observation of Colorado General Hospital's foster grandparent program. In families where there is child abuse or neglect, parents are often experiencing social isolation and a low self-image. Experience has shown that volunteer parent aides can respond to the basic needs of these parents in a most beneficial way. Volunteer parent aides can visit with caseworkers.

A parent aide is a specially trained volunteer who is matched with a parent referred to the program for alleged or potential child abuse or neglect. The aide becomes a caring, long-term friend who spends time with the parent in a supportive role that includes being a listener, advocate, model and resource person.

The parent aide first establishes a relationship of trust and friendship with a parent (focus is on the parent, not the child). The parent aide can help the parent become involved in activities designed to reduce isolation and to establish support systems; engage in enjoyable activities with the parent; help the parent become aware of child development and learn how to provide both nurturance and appropriate and consistent management techniques for the child.

Local Parent Aide Programs

East King County

The parent aide program on the Eastside was started in 1976 under the auspices of Child Protective Services, Department of Social and Health Services. It was patterned after the program then operating in Tacoma by the Panel for Family Living. It operates out of the Community Services Office in Bellevue for families being served by that office. For more information, contact Chris Trujillo, 453-6517.

South King County

The Kent parent aide program began operating in May, 1978. The program was initiated through the efforts of CPCN and Children's Home Society, with support from Kent DSHS Child Protective Services. A grant for $10,000 in King County Revenue Sharing Funds provided financing originally and Children's Home Society has maintained the program. Parent aides ae also registered as volunteers fort the Kent DSHS office. Referrals are mainly in the helping profession. For more information, contact Nancy Scott, 854-0700.

Seattle

The DSHS Regional decision to implement a parent aide program came about as a result of the Region's spring 1979 planning effort when long term services to children were identified as the region's top priority. CAPCAN presented the concept as one means of extending services to children. It was decided to expand upon the Bellevue and Kent CSO's program to serve families throughout the county. Referrals are made through Child Protective Service, CSU/CSO. For more information, contact Joan Heagney or Carol Haynes, 721-4191.

GUARDIAN AD LITEM

The Guardian Ad Litem Program is a volunteer program through the Juvenile Court of King County.

Having a Guardian Ad Litem means having a "Friend in Court". Most children who have a Guardian appointed by the Court have allegedly been abused, abandoned or neglected.

The Guardian independently investigates the case, works with other participants in the case, remains objective and evaluates alternatives, always with what is in the child's best interest of the utmost importance. The Guardian submits a written report to the Judge on his findings and recommendations. The Guardian also appears at Court hearings to clarify or elaborate on the report.

For further information regarding the Guardian Ad Litem Program or to request a speaker for a group, organization, agency, etc. contact the Guardian Ad Litem office, 343-2434.

AUDIO VISUAL MATERIALS - I

AVAILABILE FROM THE COUNCIL FOR THE PREVENTION OF CHILD ABUSE & NEGLECT

Films

FRAGILE: HANDLE WITH CARE (26 MINUTES)
Three case studies demonstrating the abuse of children is an old but increasing problem and examines why parents abuse their children and what happens to the children, both physically and mentally. The film looks at ways of preventing child abuse and deals with the legal consideration involved.

WHO DO YOU TELL? (11 MINUTES)
Designed for young people from seven to twelve years old, the film combines the simple magic of animation and the live footage of real kids talking openly and honestly about what they would or wouldn't do in uncomfortable and scary situations including child abuse (physical and sexual).

TOGETHER ON MAIN STREET (14 MINUTES)
Together on Main Street teels the true story of two parents who physically abuse their children. Maureen Kennedy tells of her search for help, of not getting it, and what happened to her children. Rob tells the story about his search for help, of getting it, and what happens if communities have adequate knowledge, service, and a sense of commitment.

A CHAIN TO BE BROKEN (22 MINUTES)
A film dealing with individual and community solutions and alternatives to the child abuse problem, explored by Arte Johnson. Successful professionals give the viewer broad definitions and keen insight into both active and passive form of abuse. The film highlights Parents Anonymous, a working solution for parents with abuse problems. A crises house is presented to give insight to those who work with and for troubled families. A Trauma Council suggests alternatives for communities that suffer from fragmented delivery systems.

PARENTING GROWING WITH CHILDREN (22 MINUTES)
To have children is probably the biggest decision a couple can make in a lifetime. This film looks at the responsibilities and rewards of parenting as seen in the leves of four very difficult families: (a) a young couple struggling to adjust to the arrival of a new baby, (b) a large family in which each parent plays a distinct and clearly defined role, (c) a household in which both husband and wife are seeking meaningful careers while sharing equally the parenting responsibilities and (d) a single mother trying to raise her children with dignity and humanity in a difficult urban environment.

INCEST: THE VICTIM NOBODY BELIEVES (20 MINUTES)
Three women who were victims of incest in childhood discuss their experiences and their reactions to the abuse. The methods used to cope with the way it affected their lives are discussed.

AUDIO VISUAL MATERIALS - II

Available from The Council for the
Prevention of Child Abuse & Neglect
343-2590

Films

WAR OF EGGS (30 MINUTES) (King County Library, Seattle)
Interview with husband and wife in hospital waiting room after toddler son has been brought in with non-accidental injuries. High school classes have found this film helpful in understanding why parents might abuse their small children.

CIPHER IN THE SNOW (24 MINUTES) (Seattle Schools - Nursing)
A school boy dies mysteriously. His teacher uncovers a history of emotional neglect both at home and at school. Film provokes discussion of the responsibility to be sensitive to those who may need love and attention.

Filmstrips With Sound Cassette Recordings

WHAT THE EDUCATOR SEES (15 MINUTES) (Bellevue CPS)
Depicts physical and behavioral indicators of child abuse, child neglect, and child sexual abuse which children are likely to display in a school setting, with a discussion of the unique vantage point of teachers in identifying and responding to endangered children.

ISSUES IN REPORTING (15 MINUTES) (Bellevue CPS)
Dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals who suggest ways of minimizing this resistence and improving the system.

PHYSICAL INDICATORS: SIGNS OF ALERT (13 MINUTES)
PHYSICAL ABUSE: WHAT BEHAVIOR CAN TELL US (14 MINUTES)
IDENTIFYING NEGLECT: BEFORE IT'S TOO LATE (12 MINUTES)
CASE PLANNING AND REFERRAL OF CHILD ABUSE (15 MINUTES)
MEDICAL INDICATORS OF CHILD ABUSE & NEGLECT
    1 + 2 Skin Trauma and Internal Injuries (22 minutes)
    3 Skeletal Injuries (17 minutes)
    4 Neglect (12-1/2 Minutes)
    5 Sexual Abuse (15 minutes)

FILMSTRIPS WITH SOUND RECORDINGS

AVAILABLE FROM THE COUNCIL FOR THE PREVENTION OF CHILD ABUSE AND NEGLECT

SOMETIMES IT'S OK TO TATTLE (10 MINUTES)
Designed for grades 3-6 this filmstrip helps to inform children about the sensitive topic of child abuse. Susan Linn and her puppets are featured. No violence is depicted.

WE CAN HELP SERIES:

WHAT THE EDUCATOR SEES (15 MINUTES)
Depicts physical and behavioral indicators of child abuse, child neglect and sexual abuse which children are likely to display in a school setting, with a discussion of the unique vantage point of teachers in identifying and responding to endangered children.

ISSUES IN REPORTING (15 MINUTES)
Dramatizes a variety of reasons child care professionals may be reluctant to report cases of suspected child abuse and neglect, followed by interviews with professionals who suggest ways of minimizing this resistence and improving the system.

PHYSICAL INDICATORS: SIGNS OF ALERT (12 MINUTES)
An overview of the major external and internal physical manifestations of child abuse.

PHYSICAL ABUSE: WHAT BEHAVIOR CAN TELL US (13 MINUTES)
An overview of the major behaviors and interactions between children and parents which may indicate abuse.

IDENTIFYING NEGLECT: BEFORE IT'S TOO LATE (10-1/2 MINUTES)
Shows some typical forms of child neglect and it's behavioral and physical indicators and includes discussion of difficulty of identifying child neglect.

CASE PLANNING AND REFERRAL OF CHILD ABUSE AND NEGLECT (15 MINUTES)
Case Planning and management are looked at from the parent's and the professional's point of view, using a case history to examine process, problems and solutions. Emphasis on interdisciplinary approach.

MEDICAL INDICATORS OF CHILD ABUSE AND NEGLECT (5 FILM STRIPS, 4 CASSETTES)
PARTS 1 and 2: SKIN TRAUMA AND INTERNAL INJURIES (14 MINUTES)
PART 3: SKELETAL INJURIES (8-1/2 MINUTES)
PART 4: NEGLECT (8 MINUTES)
PART 5: SEXUAL ABUSE (10 MINUTES)

OBSERVING BEHAVIORS OF PARENTS AND CHILDREN (NO SOUND CASSETTE)
These filmstrips are for medical and health professionals, though they may also be used for social work and law enforcement professionals. Medical indicators are depicted together with guidance about making difficult diagnosis. Narration by physicians.

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